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ABSTRACT

The second annual report on the effectiveness of North Carolina's migrant education program summarizes information compiled in 22 individual project reports. The information is based on attendance reports, application/authorization forms, on-site visitation reports, and state department questionnaires. Objectives of the state's migrant education program are (1) to provide a continuous educational program for migratory children; (2) to maintain and improve reading and other basic educational skills of migratory children; (3) to provide vocational and prevocational instruction for migratory youth; (4) to provide food, clothing, health, and other supporting services; and (5) to provide cultural enrichment activities. Funds are to be used for supplementary programs which are designed to meet the special educational needs of migratory children and for coordinating these programs and projects with similar programs and projects in other states. Six new programs and 4 exemplary projects are described. Recommendations are made for instructional programs, ancillary services, and state administration. (JH)

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STATE DEPARTMENT OF PUBLIC INSTRUCTION
Raleigh, North Carolina

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1970 EVALUATION REPORT
OF THE
NORTH CAROLINA MIGRANT EDUCATION PROGRAM

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Prepared by:
THE LEARNING INSTITUTE OF NORTH CAROLINA
DURHAM, NORTH CAROLINA

October, 1970

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PREFACE

This is the second annual report by the Learning Institute of North Carolina on the effectiveness of North Carolina's Migrant Education Program. It is a summary of the information compiled in the twenty-two individual project reports prepared by the Learning Institute of North Carolina and submitted to the Migrant Education Section of the North Carolina Department of Public Instruction. These reports are based on attendance reports, application/authorization forms, on-site visitation reports, evaluations and other information from individual projects, and questionnaires from the Migrant Education Section of the State Department of Public Instruction. The on-site visitations were made by three member evaluation teams consisting of an educational consultant, a staff member from the Learning Institute of North Carolina, and a staff member from the State Department of Public Instruction. Each project was visited twice during the summer of 1970 by the same team when possible.

Acknowledgment for the preparation of this evaluation report is given to Mrs. Brenda Lail and Mrs. Jeannie Price, under the direction of Dr. Hugh I. Peck, Director of Research & Evaluation, Learning Institute of North Carolina, Durham, North Carolina.

I. INTRODUCTION

A. Purpose

The Migrant Education Section of the North Carolina Department of Public Instruction is responsible for administering approximately one million dollars each year to be used for providing educational and ancillary services for children of migrant agricultural workers. The United States Commissioner of Education through the Department of Health, Education, and Welfare, authorized Title I of the Elementary and Secondary Education Act, Public Law 89-10, and amended by Public Law 89-950, to provide payment to State Educational Agencies for assistance in educating children of migratory agricultural workers. Funds are to be used for supplementary programs which are designed to meet the special educational needs of migratory children, and to coordinate these programs and projects with similar programs and projects in other states. The responsibility for implementing the program lies with the local educational agency. The state agency will support the local educational agency with services and supervision.

B. Objectives

The basic objectives of the Migrant Education Program are established at the State level. The Office of Education designates the authority for administering the migrant programs on a State level. Local educational units plan their programs using the objectives of the State plan which are listed in order of priorities as follows:

1. To provide a continuous educational program for migratory children.
2. To maintain and improve reading and other basic educational skills of migratory children.
3. To provide vocational and prevocational instruction for migratory youth.
4. To provide food, clothing, health and other supporting services for migratory children and youth.
5. To provide cultural enrichment activities for migratory youth.

II. NEW PROGRAMS

A. Staff Development Institutes

Three one-week staff development institutes were sponsored by the State Migrant Education Program and conducted by the Learning Institute of North Carolina. The Institutes emphasized participant involvement, observation and evaluation of model programs, and planning for local programs. The home base for the Institutes was the LINC Children's Center in Greensboro, a four-state staff development center for Headstart. Participants also observed at the Model Reading School, the N. C. Advancement School, and Duke's Educational Improvement Program. In addition, administrators and specialists visited the homes of children at the LINC Children's Center and also local community agencies.

Approximately seventy teachers, aides, administrators, nurses, and other specialists participated in the three institutes. Five participants were from Florida and one was from Virginia. All North Carolina participants were offered two units of credit toward certificate renewal.

The director of the Institutes visited migrant programs in Florida and California and brought back materials which were given to each participant in the form of a booklet. The Institutes' language arts and curriculum materials specialist attended the Arizona State University Conference on Reading and Oral Language Development of Migrant Children, and prepared kits of appropriate student and teacher materials for each project. See Appendices A, B, C for Institute objectives, course descriptions, and samples of materials given participants.

The Migrant Institutes are being evaluated on the basis of data collected with the following instruments: the Professional Staff Survey, the Participant Questionnaire on Institute Objectives, and the Teacher Beliefs Scale. In addition, a follow-up questionnaire will be distributed to institute participants in November in order to evaluate the long-range effect of the Institutes. The final evaluation of the Migrant Institutes will be made available for planning future staff development programs.

B. Supplementary Services

1. Two mobile automotive engine tune-up units were provided by the state. One was based in the eastern part of the state and one in the west at Hendersonville. The two mobile units were available to all twenty-two projects upon request. Four projects utilized the mobile automotive tune-up units: Hendersonville, Harnett, Northampton, and Camden. These four projects rated the units excellent or very helpful. Two made additional comments: "Hope to

use it again in October." "We wish we could use it more often." None of the five new projects for young men harvesting tobacco used the automotive tune-up units. Of a total of eight projects serving teenagers, six did not use the automotive tune-up units. Some confusion might have been caused by memos stating that the unit in the east would be based in Washington County. Washington County stated that the unit was assigned to Camden's project.

2. Two regional migrant educational audio-visual centers were established at Plymouth in the east and Hendersonville in the west. The materials stored in these were available upon request to any migrant project. The ten projects which used the materials praised them. Seven of the twelve projects which did not use the materials gave the following reasons: not applicable, distance, easier to use local, more pertinent material available locally, too advanced, unable to contact the Hendersonville center. Five projects made no comment as to why they did not use the materials. The audio-visual center at Plymouth submitted an evaluation report which is included as Appendix D to this report.

3. The Migrant Education Section of the State Department of Public Instruction prepared a questionnaire for all projects regarding supplementary services. See Appendix F for a summary and selected comments from this questionnaire

C. Robeson Tutorial Program

The new Robeson County Migrant Project was the only tutorial program in the state this summer. The primary objective was the development of positive attitudes toward self and learning. Nine teachers, carrying their "classrooms" in their private cars, went into the homes of each of the ninety-eight children enrolled, approximately three times per week. Tutoring sessions lasted about an hour and were scheduled at the convenience of the family. Many children worked in the fields, so tutoring sessions were often scheduled for early morning, mid-day, or evening. Whole families took an interest in learning activities; consequently, the program benefitted many more people than the enrollment indicates.

D. Programs for Young Male Adults

Several new projects were started this year to serve the young male adults who came into the state to help in the harvest of tobacco.

1. Lenoir County offered a comprehensive program including counseling, food and health services, and a recreational program which provided appropriate clothing and laundry services for the clothing.
2. Greene County provided two counselors for two hundred seventy nine young men. The counselors coordinated supportive services of the health department, social service agency, and volunteer assistance from merchants, crew leaders, civic leaders.
3. The Wake County Program started each evening with an excellent meal followed by a free choice of physical activities, television, reading, or listening to records. Attendance was high, and the mandatory film program on venereal disease and other health topics was not resented.

4. The Duplin County program provided a male counselor for every twenty eight young men. In addition to individual counseling services, the youths were brought together on the weekend for art, music, science, cookouts and fieldtrips. Community volunteers assisted in these activities. (See Section III, Exemplary programs, for a more detailed description of the Duplin program.)

5. The Wayne County Project continued its elementary program this year and added a counseling and recreational program for twenty-eight young male adults who came from Mississippi to harvest tobacco.

E. New Pre-School and Elementary Summer Programs

1. Halifax County

The new Halifax County project consisted of a pre-school program and an elementary program aimed primarily at raising language arts achievement to grade level. The visitation report praised the working relationship of the teachers and their receptivity to suggestions. They were commended also for visible evidence of the State Staff Development Institute in their varied approaches to learning, classroom organization, and use of materials, such as cardboard carpentry.

2. Sampson County

The program was organized to include group activities such as listening, singing, dramatizations and rhythms; individual activities such as reading, puzzles, and art, as well as health and physical education. Due to the uncertainty of funding, none of the staff attended the State Staff Development Institute. The visitation team recommended that the project sponsor pre- and in-service training workshops and that the staff be open and willing to try new methods that have been successful in other migrant programs.

F. Carteret County "Home-at-School" Program

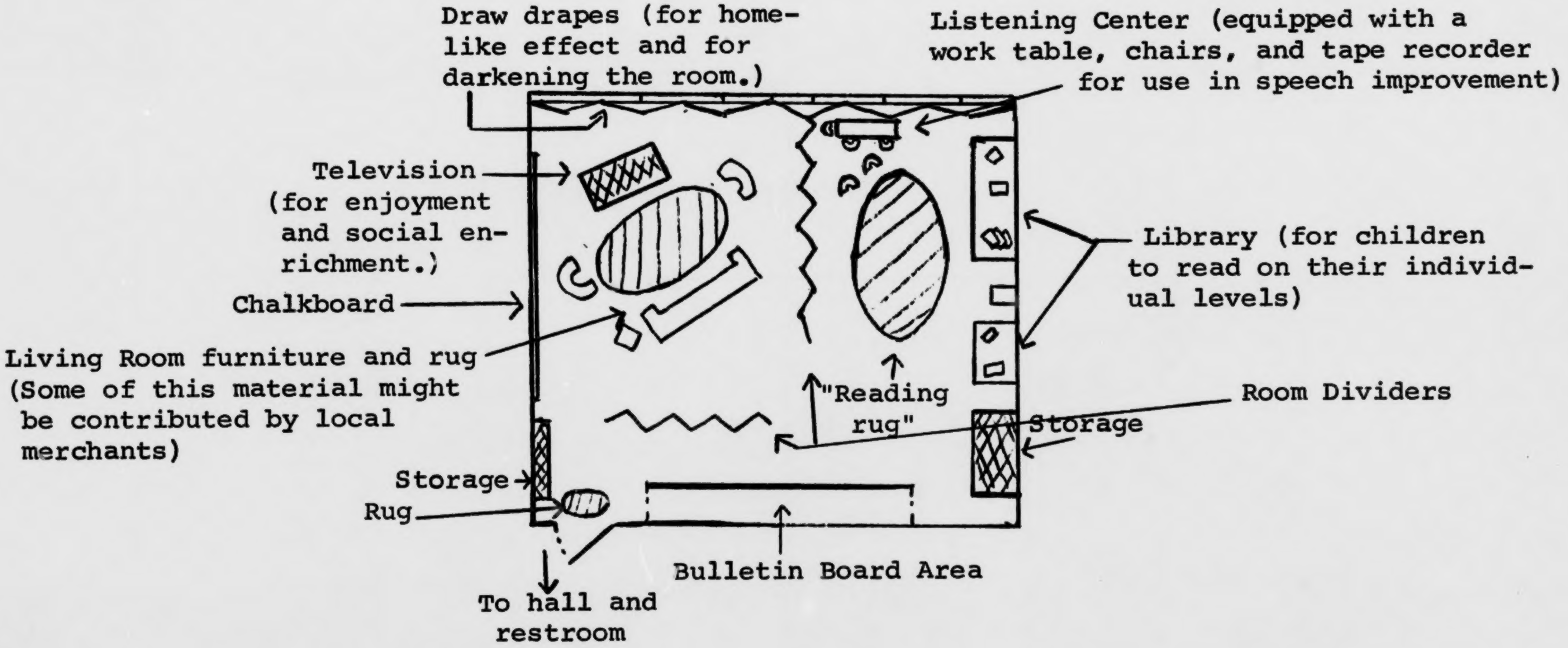
This summer the Carteret County summer elementary program tried a new approach to educating migrant children. The program took place in several classrooms which were arranged and furnished to resemble the rooms in a home. (See Figures 1-4.)

The "Home-at-School" program design was based on the assumption that the children would be happier, thus more responsive, in a home-like atmosphere than in regular classrooms, which are associated with failure and frustration. It was also based on the demonstrations of interest centers and flexible, student-centered curriculum at the State Staff Development Institute. The staff concluded the most positive aspects of the new learning environment were: children had more freedom of movement; teachers and students were more relaxed and interacted on a more personal level. The visitation team praised staff enthusiasm and the organization of the program. They observed that children were smiling and verbally responsive in almost all cases, and that there was no disciplinary problem .

Figure 1

LIVING ROOM - READING ROOM
(Language Arts Center)

The Language Arts Center is made to be more appealing and interesting for the children by placing it in a home-like atmosphere. This makes the learning situation much more relaxed and meaningful for the children.


Draw drapes (for home-like effect and for darkening the room.)
Listening Center (equipped with a work table, chairs, and tape recorder for use in speech improvement)
Television (for enjoyment and social enrichment.)
Chalkboard
Library (for children to read on their individual levels)
Living Room furniture and rug (Some of this material might be contributed by local merchants)
"Reading rug"
Room Dividers
Storage
Storage
Rug
Bulletin Board Area
To hall and restroom

(From a drawing by Jo W. Harrell, '69)

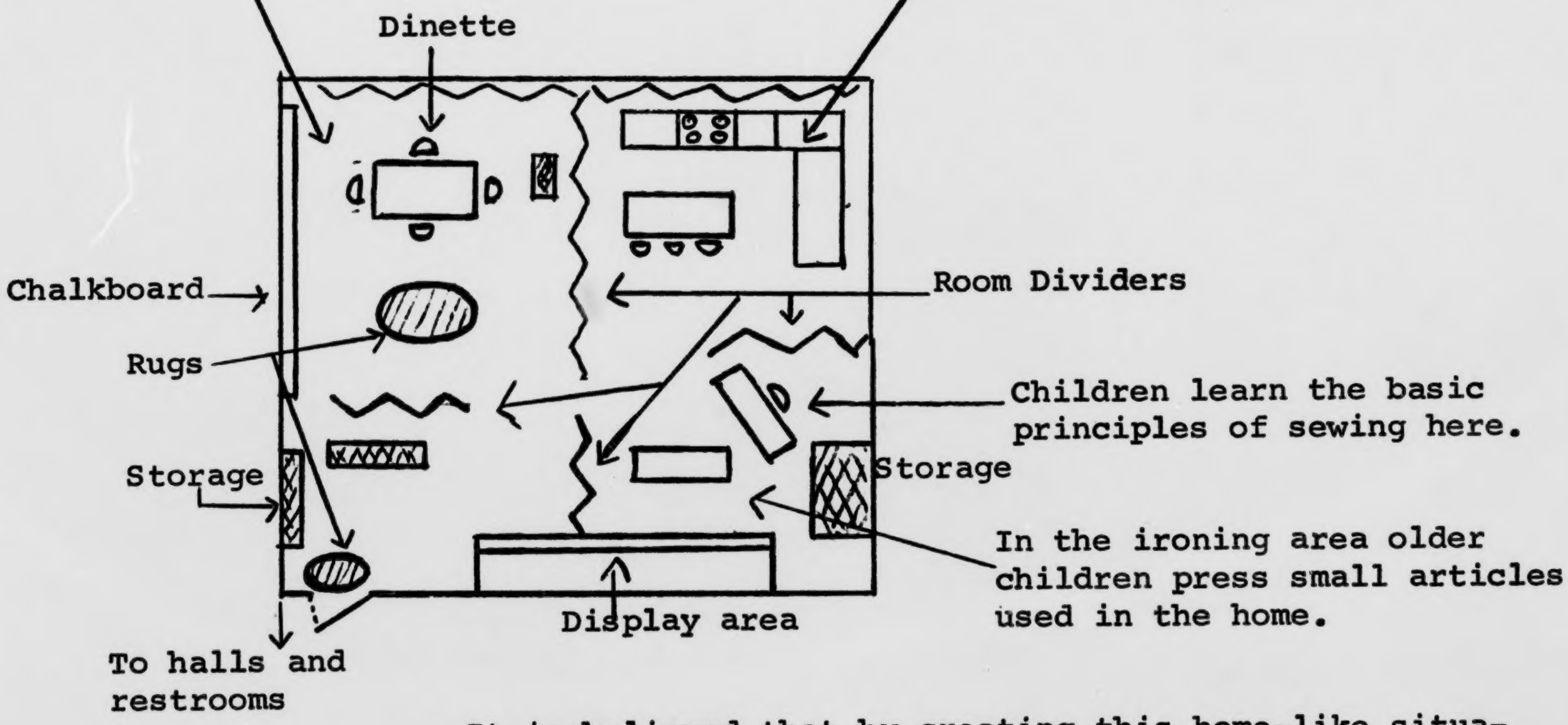
Figure 2

MODEL KITCHEN AND DINING ROOM

In the dinette area children are encouraged to use correct table manners and to be more conscious of cleanliness at meal time.

(Items for this center may be acquired from local merchants)

In the full-size "mother's kitchen" children participate as they would in a real home. They are encouraged to read and use practical math as needed in this situation.


Dinette
Chalkboard
Rugs
Storage
To halls and restrooms
Room Dividers
Storage
Display area

Children learn the basic principles of sewing here.

In the ironing area older children press small articles used in the home.

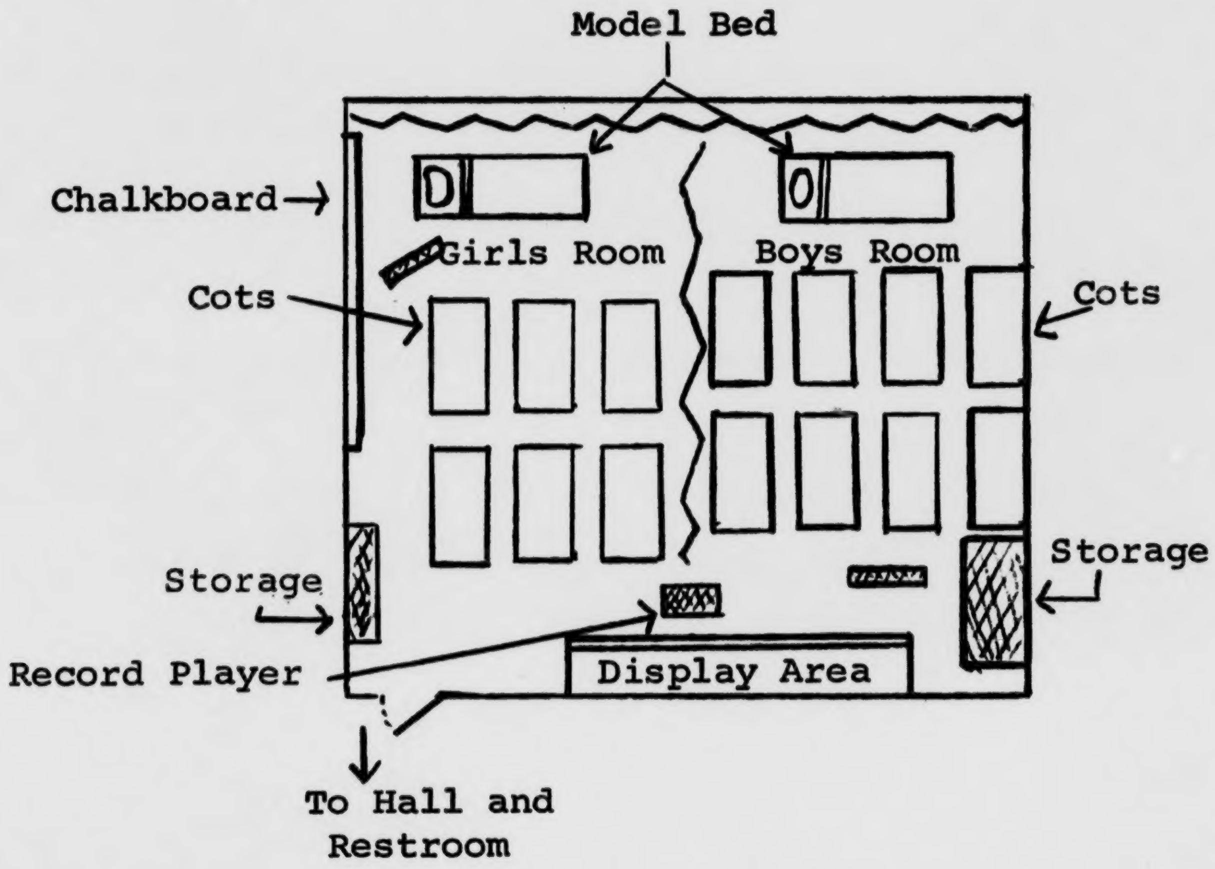
It is believed that by creating this home-like situation to house the learning program, the children of seasonal farm workers will see a need for education in everyday living. It greatly encourages a better understanding of cleanliness and social living.

(From a drawing by Jo W. Harrell, '69)

Figure 3

MODEL BEDROOM AREA

In this bedroom area students are exposed to a bedroom as it might be in an average home. Cots still can be used since they are easily moved. A real bed serves as a model for children to learn the care of a bed. Since some of the children might not have access to a bed, they may take turns using the model bed. Linens are washed in the kitchen unit and cared for by children.


Model Bed
Chalkboard
Girls Room
Boys Room
Cots
Cots
Storage
Storage
Record Player
Display Area
To Hall and Restroom

The record player is used for musical enrichment and to add to the pleasant atmosphere during rest time.

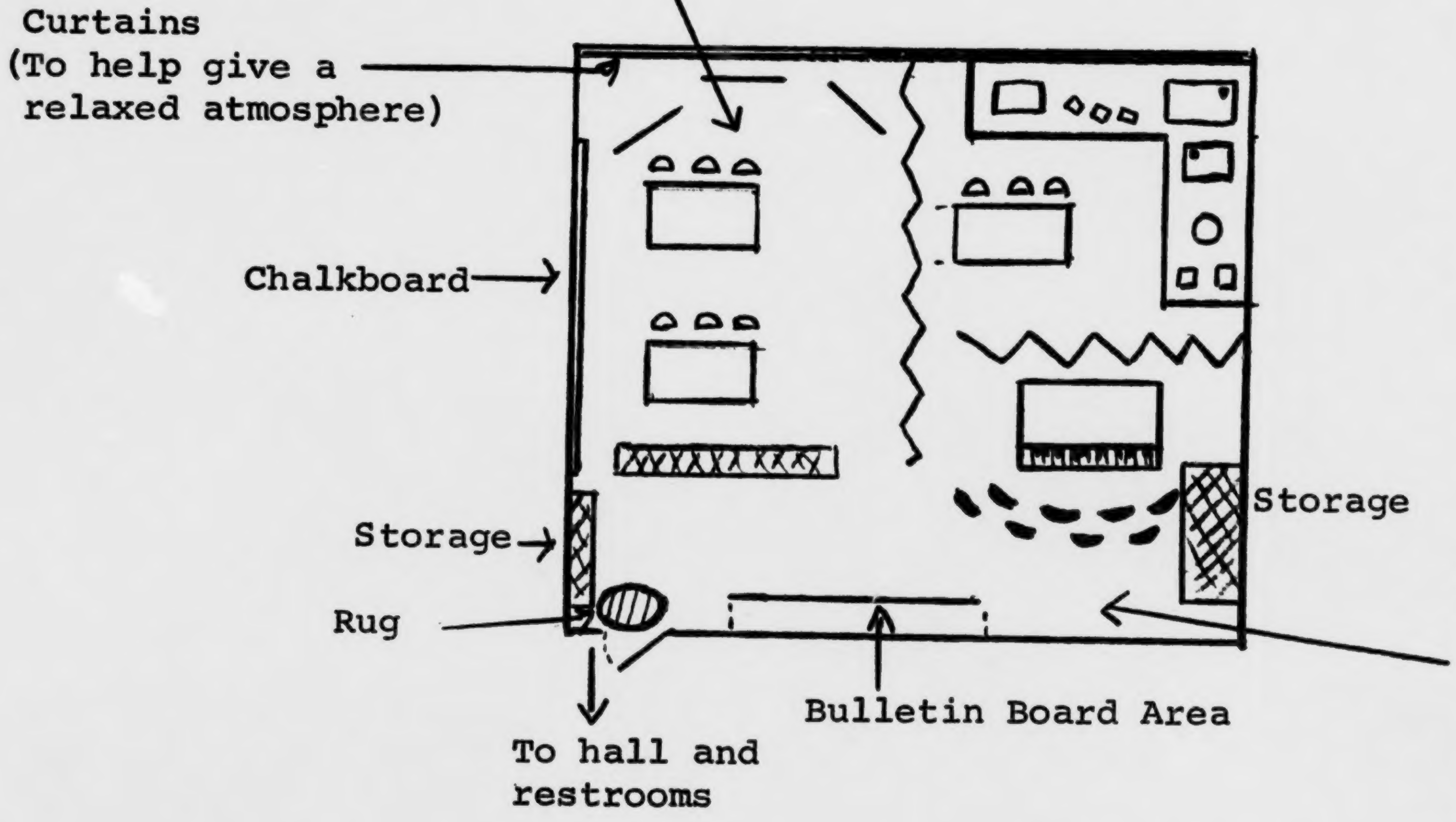
(From a drawing by Jo W. Harrell, '69)

Figure 4

MULTIPLE PURPOSE ROOM

<ins>Art and Handicraft Section</ins>
At least three child-size easels are used here. Various art activities are conducted in this center.

<ins>Science Area</ins>
In this quiet, secluded science corner attention can be directed to various activities with small groups of children. Includes a work area for simple experiments.


Curtains
(To help give a relaxed atmosphere)
Chalkboard
Storage
Rug
To hall and restrooms
Bulletin Board Area
Storage

<ins>Music Area</ins>
This presents an active music center that greatly improves the music program by encouraging student participation.

(From a drawing by Jo W. Harrell, '69)

III. EXEMPLARY PROJECTS

A. Pasquotank County - Pre-School and Elementary

1. Program and Services

The Pasquotank County Migrant Project enrolled one hundred nineteen children. Although the children were assigned to classrooms on the basis of age, they were grouped according to interests. However, the groups were small enough for ability to be considered. Aides were used to maximum benefit for small groupings. The following learning centers were established to encourage independent work and to allow as much individualized instruction as possible: language, listening, library, post office, supermarket, housekeeping, art, educational toy play area.

Children were allowed as much freedom as possible to participate in choosing their activities; they were given a number of options for each planned goal. In this respect , ability of each individual was given much thought in daily lesson planning.

In addition, a health and physical education program was provided for each class every day by a qualified instructor.

Breakfast, lunch and an afternoon snack were designed to provide daily nutrional requirement.

Field trips at least twice a week were selected for cultural and educational growth.

2. Visitation Report Excerpts

(a) No child seemed to feel left out, in fact, in several instances the slow readers were the first to raise their hand and volunteer to read. Everyone was praised according to how well he was doing in relation to his own ability.

(b) Funny books, magazines, and reading material on every level was in evidence. Many children were curled up in a corner reading a book because they chose to. Boys were playing checkers (counting the moves, discussing the logic of a certain move, cooperating together).

(c) Experienced story charts written by the kids about their own experiences covered the walls; it was their vocabulary.

(d) The four and five year olds were cooking with play dough; they had a store where they counted change.

(e) Mrs. Jones' seven and eight year old group were putting on puppet shows from stories they had read.

(f) Every room had one bulletin board titled, "We are Proud People" and while half of the board displayed pictures and stories of famous black people, the other half had pictures of the kinds in the room.

(g) Although a specialist was in charge of the physical education program, the staff participated in the activities in order to create more enthuasiasm and self-confidence in the children and to observe their motor skill development for the purpose of classroom planning.

3. Self-Evaluation

All persons involved in the Elizabeth City-Pasquotank migrant program this summer have expressed the opinion that this has been the best one in this county thus far. Surely, a greater amount of credit for the success experienced in this year's program is due to the guidance of LINC. They have helped through their assistance in program planning and supervision and also through the in-service training program presented in Greensboro which was attended by four of the teachers, and two of the aides employed. Also in attendance at the conference were the Title I Director and the Title I Reading Coordinator. The program was adapted from the models provided by the LINC Children's Center, the Model Reading School, and the Education Improvement Program, all of which were observed during the training program.

4. Summary

The outstanding features of the Pasquotank Migrant Program were the unusually high cohesiveness and teamwork displayed by the staff, the utilization of Black History to instill Black identity throughout the instructional program, and the multiple interest centers approach in their curriculum. The staff attributed the first team to two factors: (1) Several members had been employed in the migrant program previously and (2) eight of their personnel attended the LINC Greensboro Institute in the spring and shared their experiences with the rest of the staff. Although other programs had incorporated activities which fostered

Black identity, Pasquotank County's endeavors were exemplary. The naturalness and variety of means employed were evident throughout the entire school and seemed to reflect the staff's belief in the importance of this area as well as the educational value. In terms of the third item mentioned, the smoothness of the children's movements through the various interest centers without being distracting to others indicated a thorough understanding and enjoyment of this method of classroom organization. Also, the versatility provided opportunities for a wide range of interests and experiences.

B. Duplin County - Male Youths

Duplin County had the most exemplary project for male youths. They provided a male counselor for every twenty-eight male youths in their county to harvest tobacco. The counselors were teachers who had had similar work experience. Their primary purpose was to help the youths adjust to conditions in their new environment. The counselors were able to build strong relationships with the growers. This is turn improved the relationship between the growers and the youths. The counselors met as a group twice a week to discuss needs and procedures. The on-site evaluation team praised the effectivenss of the counselors and the director. One indication of their effectiveness is the fact that none of the two hundred forty youths had any arrests or involvement with law enforcement officers, whereas there had been many such incidents in the past.

On weekends the youths got together for cookouts and field trips. On Saturday afternoons the counselors provided an instructional program in art, music, and science. During the week the counselors visited the youths individually, bringing them vocational and educational information, books, and magazines.

One of the major strengths of the project was its effectiveness in helping migrant youth and the community to understand each other. Volunteers in the community assisted in the preparation of food, provided transportation, and involved youth in church and community activities.

C. Camden County - Comprehensive

Camden County had the most comprehensive program, operating almost continuously from 8:15 a.m. to 9:30 p.m. a kindergarten, ungraded elementary, and vocational program. Daily food services included breakfast, morning snack, lunch, afternoon snack, and an evening meal for the vocational program. The staff included a home-school counselor and a social worker. Although the students enrolled in the evening program worked late in the field and did not attend regularly, the visitation team considered the evening program quite effective and recommended the project disseminate successful techniques and materials. Offerings were woodwork, auto mechanics, welding, sewing, cooking, first aid, physical education, and personal grooming. Migrant children were together with other children from ESEA Title I and the regular summer school in a completely integrated and well-coordinated program. Extra time and services were provided for the migrant children. Staff development was above average: six participants to the State Institute; seven completed extension couse "Developing Curriculum in Kindergarten"; sponsored workshop on media, methods, and materials with outside consultants.

D. Robeson County - Tutorial

The Robeson County Tutorial Program, which has been described above in Section II, NEW PROGRAMS, was exemplary in its success with a new approach to migrant education. But it also was exemplary in the area of parent involvement. By bringing the program into the home, this project was able to achieve the maximum degree of parent involvement. Parents themselves wanted to learn to read and write. All became more concerned about their children's education. Some volunteered to be "monitors" on field trips. They also helped locate new migrant families. The staff also felt that the personal contact of their tutoring project was an exemplary means of meeting the objective of developing positive attitudes about self and learning. The special attention a child gets when a teacher comes to tutor him in his own home can hardly be equalled in any other setting.

IV. CHILDREN SERVED

A. Application and Authorization

Each migrant project was provided application/authorization forms by the State Migrant Program (See Figure 5). These forms were designed to simplify the identification and authorization of migrant children. Questions concerning home-base, address of last camp, and where the family will return after the work season, were designed to ascertain whether the family qualified as home-based or transient migrants. Part B of the form in the parents' authorization and permission for the child to enroll and receive medical care.

Figure 5

APPLICATION AND AUTHORIZATION FOR ENROLLMENT IN THE MIGRANT EDUCATION PROGRAM

A. APPLICATION

Name of Child ______________________________ Birthdate ______________
(Last) (First) (Middle) (Mo.) (Day) (Yr.)

Home-Base Address ______________________________

Local Address ______________________________

Name of Crew Leader ______________________________
(Last) (First) (Middle)

Where will Family Return at End of Work Season ______________

When did the Family Last Reside Outside this School District ______________

In Which School Administrative Unit Did they Reside? ______________

Name of School Previously Attended ______________

Address of Previous School ______________

B. AUTHORIZATION

______________ SCHOOL CODE ______________

ADDRESS ______________________________

SCHOOL TERM ______________ DAYS DATE OF ENROLLMENT ______________
(Mo.) (Day) (Year)

The child named in Section A of this form meets the definition of a migrant child, and I agree to his enrollment in the migrant education program.

I give permission for my child to receive emergency medical care by a physician if such treatment becomes necessary.

I shall strive to cooperate with all regulations governing the program.

Signed ______________________________
(Parent or Responsible Person)

____
(Name and Title of Person Completing Application)

B. Enrollment

During the 1970 Summer Migrant Program in North Carolina, one thousand nine hundred sixty-six children and young adults were enrolled in twenty-two projects. The largest number enrolled in any one project was two hundred seventy-nine in Greene County; the smallest was eighteen in Henderson County. The expected and actual enrollment for each project for the past two years is shown in Table I. The Henderson County and Hendersonville City projects continued in 1970 to overestimate enrollment by forty to fifty children as they had in 1969. The new Greene County Counseling Program had estimated an enrollment of four hundred but had employed only two counselors. Other new projects with expected enrollments much higher than the actual enrollments were Halifax (overestimated by sixty-four) and Lenoir (overestimated by fifty-three). Although Carteret decreased their expected enrollment from ninety-seven in 1969 to sixty-five in 1970, the actual enrollment this year was half the number expected. There were some complete crop failures in Wayne County where the expected enrollment was overestimated by forty-five.

C. Age

The largest age group represented was the sixteen year olds with two hundred ten enrolled. The smallest age group was the thirteen year olds with fifty-three. The distribution throughout the state by age is shown in Table II and enrollment by age is depicted by a graph in Table III.

D. Teacher-Pupil Ratio

Table I also shows the wide range in teacher-pupil ratio from a high of one to one hundred forty in the Greene County Counseling

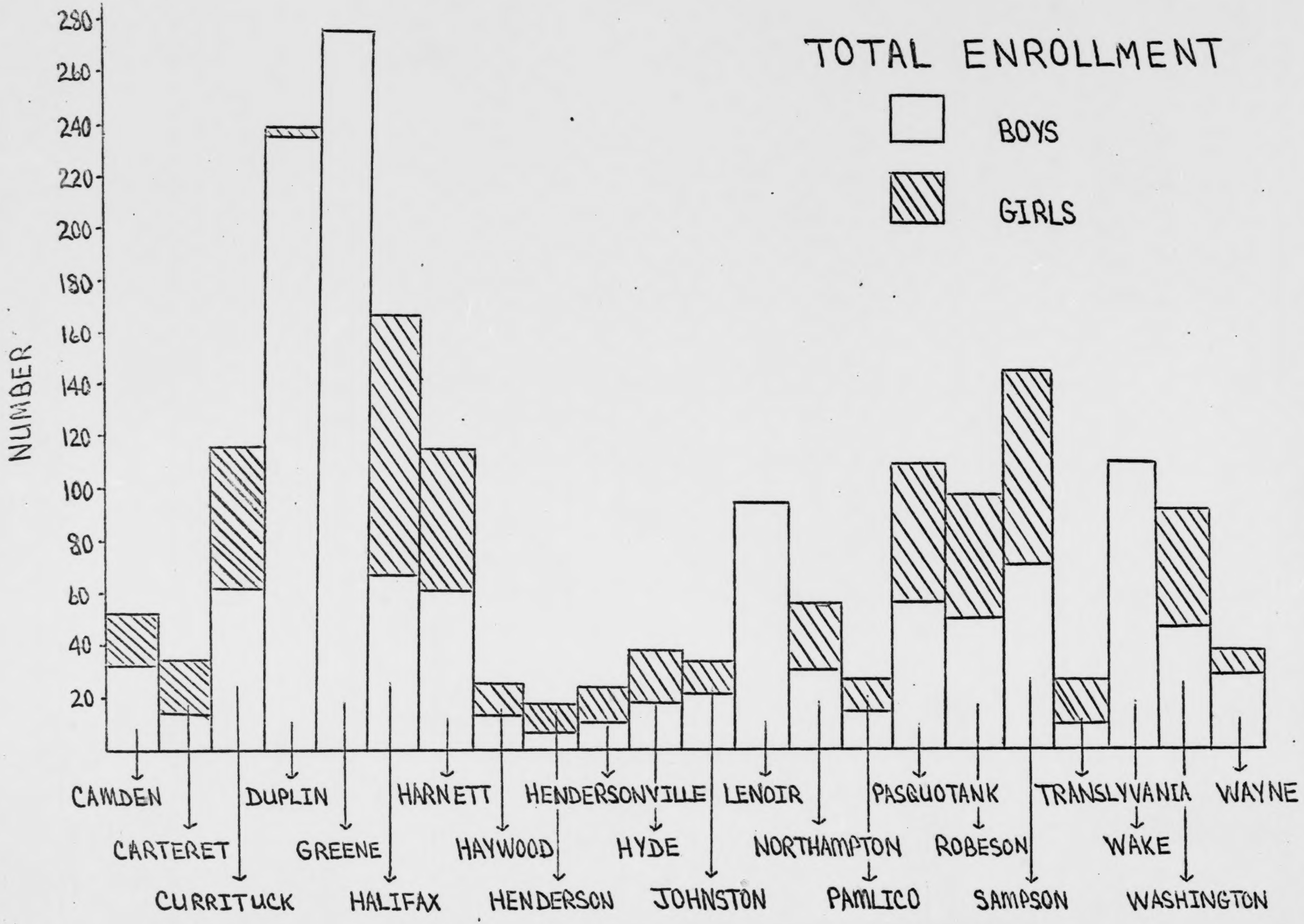

TOTAL ENROLLMENT
BOYS
GIRLS
NUMBER
280
260
240
220
200
180
160
140
120
100
80
60
40
20
CAMDEN
CARTERET
CURRITUCK
DUPLIN
GREENE
HALIFAX
HARNETT
HAYWOOD
HENDERSON
HENDERSONVILLE
HYDE
JOHNSTON
LENOIR
NORTHAMPTON
PAMLICO
PASQUOTANK
ROBESON
SAMPSON
TRANSLYVANIA
WAKE
WASHINGTON
WAYNE

TABLE I

County	Enrollment 1969		Enrollment 1970		Av. Daily Attendance	Teacher-pupil Ratio
	Expected	Actual	Expected	Actual		
Camden	100	75	50	51	18	1-21,1-1*
Carteret	97	37	65	34	29	1-11
Currituck	140	156	160	118	94	1-19
Duplin	—		270	240	172	1-28'
Greene	—		400	279		1-140'
Halifax	—		230	166	114	1-14
Harnett	70	120	100	116	86	1-19
Haywood	38	40	40	24	20	1-6
Henderson	70	25	65	18	13	1-9
Hendersonville	70	20	65	23	6	1-3,1-7*
Hyde	30	14	40	40	8	1-13
Johnston	25	18	25	34	27	1-17
Lenoir	—		150	97	30	1-15
Northampton	75	58	75	58	51	1-10
Pamlico	45	55	55	27	16	1-3
Pasquotank	220	300	100	111	75	1-19
Robeson	—		93	98		1-11
Sampson	—		125	148	116	1-21
Transylvania	40	10	30	27	19	1-8
Wake	—		125	116	80	1-40
Washington	87	57	100	91	54	1-11
Wayne	65	65	85	40	25	1-12
Total	1172	1050	2448	1966		

*Day program ratio, evening program ratio

'Counselor-pupil ratio

TABLE II

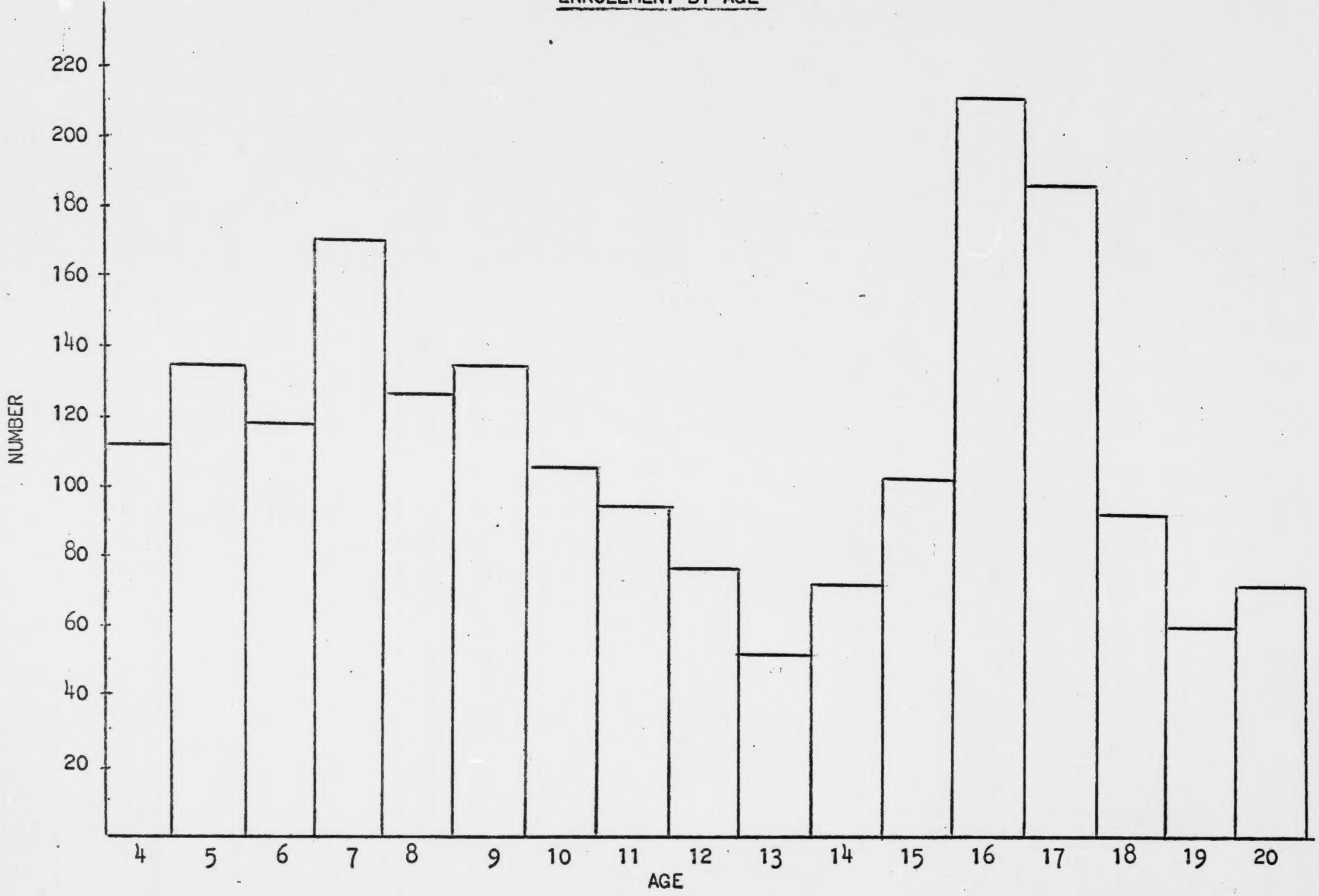
ENROLLMENT BY AGE

PROJECT

AGE	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20+	Project Totals
CAMDEN	8	3	2	3	6	4	3	4	2	3	2	2	3		2	2	2	51
CARTERET	4	7	2	3	4	4	5	3	2									34
CURRITUCK		13	16	14	11	15	2	6	10	3	7	5	5	8	2	1		118
DUPLIN	2					1			1	2	7	26	62	68	28	12	31	240
GREENE									1	2	3	25	82	76	50	26	14	279
HALIFAX	35	21	22	20	10	16	10	11	11	5	4		1					166
HARNETT	16	18	6	21	13	11	17	6	7	1								116
HAYWOOD	2	5		4	4	3	1	2	3									24
HENDERSON		2	2	4	2	3	4		1									18
HENDERSONVILLE	3	1	4	2		2											11	23
HYDE		8	5	5	6	5	5	5	1									40
JOHNSTON		1	6	7	5	4	6	3	1			1						34
LENIOR												3	8	13	11	16	14	97
NORTHAMPTON		4	7	8	9	6	4	6	3	5	2	2	2					58
PAMLICO	4	3	1	1	3	5	2	5	1	2								27
PASQUOTANK	15	11	15	20	13	16	13	9	6	1								111
ROBESON		4	1	9	12	7	13	11	13	9	5	5	4	4			1	98
SAMPSON	9	19	18	34	19	18	13	12	3	2		1						148
TRANSYLVANIA	4	2	3	4	2	3	2	2	2	2		1						27
WAKE										10	40	35	24	9				116
WASHINGTON	9	12	8	8	7	11	12	8	8	5	2			1				91
WAYNE	1	2		2	1	2	2	1	1	1	1		19	6		1		40
STATE TOTALS	112	136	118	169	127	136	114	94	77	53	73	106	210	185	93	58	73	

TABLE III

ENROLLMENT BY AGE



Program to a low of one to three in Pamlico and the Hendersonville day program. The average teacher-pupil ratio for the state was one to 14.29. Some projects included aides when determining their teacher-pupil ratio while others did not.

E. Attendance

The average daily attendance varied widely also. The highest average daily attendance was eighty-eight percent in Northampton County where trailer housing and technical training are provided by the RCA Family Development Center. The lowest was twenty percent in Hyde County where only two of the forty children originally enrolled remained in membership during the last three weeks. Table IV lists projects in order of their percentage of average daily attendance.

F. Grade Placement

In Lenoir, Wake, Greene, and Duplin Counties no grade place was necessary since their programs were vocational, health, or guidance. Other projects emphasized the non-graded approach but tried to determine a child's approximate level of performance for the purpose of individualizing instruction and selecting materials. All projects that attempted grade placement made use of teacher appraisal, age, and known previous grade level. Halifax County made use of a variety of means of placement: readiness charts, McMillan Reading Test, New Developmental Reading Test, and the Metropolitan Achievement Test. Other counties that used achievement tests for grade placement were Northampton, Pasquotank, Johnston, Transylvania, and Robeson. There were complaints about the extensive

TABLE IV

RANK ORDER OF PROJECTS BY ATTENDANCE PERCENTAGES

	ENROLLED	AVERAGE DAILY ATTENDANCE	PERCENTAGE AVERAGE DAILY ATTENDANCE
NORTHAMPTON	58	51	88%
CARTERET	34	29	85%
HAYWOOD	24	20	83%
CURRITUCK	118	94	80%
JOHNSTON	34	27	79%
SAMPSON	148	116	78%
HARNETT	116	86	74%
DUPLIN	240	172	72%
HENDERSON	18	13	72%
TRANSYLVANIA	27	19	70%
HALIFAX	166	114	69%
WAKE	116	80	69%
PASQUOTANK	111	75	68%
WAYNE	40	25	63%
PAMLICO	27	16	59%
WASHINGTON	91	54	59%
CAMDEN	51	18	35%
LENOIR	97	30	31%
HENDERSONVILLE	23	6	26%
HYDE	40	8	20%

Records of daily attendance were not reported by the Greene County Counseling Program and the Robeson County Tutoring Program.

testing done by a doctoral candidate in psychology in the Harnett County project, and it was recommended that future testing be done on the basis of its value to teachers or for the evaluation of the project. In the Hyde County project, members of families were kept together in placement to give the younger children a feeling of security.

G. Length of Project

The number of days projects operated varied from eighteen in Carteret County to sixty-nine in Greene County (See Table V, p. Hyde County's project ran two weeks beyond the departure of the majority of migrant children. Greene County's counselors were employed two and one half weeks preceding the arrival of their counselors and a week following their departure.

V. SUMMARY OF OTHER ITEMS FROM PROJECT SELF-EVALUATIONS

A. Integration with Title I

Approximately one-half of the projects did not report any integration with the regular Title I program. However, Camden County reported that regular Title I and Migrant Educational groups and activities were coordinated completly. Haywood County's program was coordinated with the Title I Summer Reading Program. Halifax County reported that the Title I health and family counselor was also available for the summer migrant project. Health services were also provided by Title I nurses in the Robeson and Sampson County Summer Migrant Project. In addition the migrant preschoolers were placed in the regular Title I program in Currituck County.

Lesser degrees of integration included the mobile clinic provided by Title I in Pamlico, Washington, and Hyde Counties. Title I audio-visual materials and equipment were available to the migrant project in Pasquotank; and psychological services in Transylvania.

Any project with an average daily attendance of less than fifteen should be required to integrate their program with the regular Title I program.

B. Coordination with Other Programs

In the majority of programs the Department of Health, the Department of Social Services, the Employment Security Commission, and the Department of Mental Health provided services for the summer migrant project. The North Carolina Council of Churches played a large role in aiding the migrants and the migrant programs. They provided health services, clothing, and toys. In Hyde County, the Council provided Day Care Services for children age 2-5 years, recreational sessions for all children, and some financial assistance in payment of medical fees. Health services were also provided by local doctors and dentists, Migrant Health clinics in Henderson and Currituck, and the Dental Mobile lab. The County Mental Health Services provided counseling, psychological evaluations and referrals as needed in Transylvania and Harnett.

In Northampton, RCA provided trailer housing and vocational training for the migrant families. Civic organizations and local churches provided food, clothing, or medical assistance. The Employment Security helped locate migrants and helped find employment for them. The Department of Social

Services gave counseling, surplus foods, and emergency medical care.

The Neighborhood Youth Corp members served as aids and helped where they were needed whether as custodians or cafeteria helpers. The State Agricultural Extension Service also provided surplus food and services.

All services varied from project to project but all local agencies were cooperative. The State Advisory Committee on Service to Migrants provided aid in coordinating services to migrants and in providing a better understanding of the programs and responsibilities of the several agencies serving migrants. This was accomplished through meetings and conferences such as the Mount Olive Conference in which representatives from governmental agencies, private non-profit organizations, growers, and migrants participated and through the development of information bulletins and instruments such as the recently released publication, "Serving Migrant Families."

C. Dissemination of Information

1. Intrastate

The directors of the local projects provided good public information and news releases on the migrant program activities in their areas. The local news media were very cooperative in bring this information before the public and should be commended. Wayne County enclosed a copy of an article which included several photographs of their programs. Local radio and television stations also helped spread the news of the migrants projects, their location, and activities in Lenoir and Pamlico. Currituck and Camden reported that they took pictures and wrote evaluations which are available to any interested person. Although Transylvania sent photographs to the evuative agency, these were not designed for dissemination. Robeson and Duplin made specific mention of telephone calls used exclusively for dissemination purposes. Since telephones are available to almost everyone, additional counties may have used telephoning techniques but just did not report this. In addition to visits from the Learning Institute of North Carolina and the North Carolina Migrant Office, Duplin, Henderson County, and Hendersonville City were visited by observers from the office of Health, Education, and Welfare. All projects used personal contact with growers, crew leaders, and migrant workers to acquaint them with the services available. All projects should include as much information as possible about dissemination techniques and some indication of how effective these techniques were felt to be. This would aid in evaluation and in the sharing of innovative and effective ideas among projects.

The Learning Institute of North Carolina held three Migrant Education conferences. Staff members from each project attended the conference which trained the migrant personnel in specific teaching procedures to be used with migrant children. In addition, consultants conferred with personnel in all project areas to disseminate information and materials on program development and content, methods of operations, and program evalution.

2. Interstate

This evaluation report of the North Carolina Migrant Education Program by the Learning Institute of North Carolina will be available to other interested states and their respective migrant programs through the Migrant Education Section of the North Carolina State Department of Public Instruction, Raleigh, North Carolina.

The Learning Institute of North Carolina has also produced a forty-five minute, multiple-projection, slide tape documentary of the 1970 Summer Migrant Programs for presentation to the State Evaluation Conference attended by all projects.

D. Equipment and Construction

Funds were not allocated specifically for construction purposes under the North Carolina Plan for the Education of Migrant Children. Only equipment necessary to the operation of projects was authorized. Lenoir and Wayne purchased physical education and/or recreational equipment. Pamlico purchased an auto harp to enhance their music program. Cots and fans were obtained by Camden for the children's rest periods. Other small expenditures included auto tune-up items in Pamlico and a liming machine in Camden. The only substantial expenditure was in Carteret where a van was purchased to transport children to the center and on field trips. This enabled Carteret to conduct night classes and contact more camps.

Robeson County purchased both expendable and non-expendable items to be left in the homes where teachers tutored.

E. Special Areas

1. Vocational

Six migrant education programs included vocational education. Camden County provided a secondary school program which was vocational. It included woodworking, auto mechanics, welding, sewing, and cooking. In addition, first aid and personal grooming were included, and an evening meal provided. Currituck provided a vocational program including small engine repair and home economics. Here too an evening meal was provided. Camden and Currituck provided the vocational programs in the evenings while conducting elementary and kindergarten programs during the day. Lenoir County's program was designed to provide evening occupational instruction for ninety-seven male youths. The curriculum was designed to include bricklaying, carpentry, small engine repair, and simple electricity. Additionally health hygiene, physical education, and nutrition were taught, and guidance services provided. Lenoir also provided a catered evening meal. Lenoir was the only vocational program serving male youths, and attendance was significantly low. (See Table IV) An evening vocational program for adults was conducted in Hendersonville. Home economics, welding, and bricklaying were taught. The classes in welding and bricklaying were not successful, and attendance was low. Hendersonville also conducted a day program for elementary and kindergarten.

Washington County provided male students with an introduction to vocational training. The students became familiar with the care and use of tools and measuring devices, and each had a construction project. The female students were introduced to home economics. They learned care for clothing, proper body hygiene, the basics of sewing, and how to prepare nutritious meals. These classes were conducted simutaneously with the regular elementary program. In Northampton County, vocational education was offered to students in grades five, six, seven and eight. The curriculum included wood working, small engine repair, and electricity. Transylvania County also included some vocational aspects for the girls enrolled in the elementary school program: dressmaking and grooming, etc.

In summary, Camden and Currituck provided evening vocational programs for secondary age youths in addition to day programs. Lenoir's program was a vocational program in the evening for young male youths. Hendersonville's evening vocational program was for young adults. Washington, Northampton, and Transylvania offered vocational instruction during the regular day program.

2. Handicapped

No programs in education for the handicapped were conducted under the North Carolina Migrant Education Program.

3. Counseling

Three projects provided programs dealing largely with counseling services. Greene County's program was essentially a guidance service to two hundred eighty male youths from Mississippi. The counselors met with the boys after work and on weekends individually and in small groups. Duplin provided counselors to work with male youths in areas of personal-social activities, vocational and educational information. (See Exemplary Projects for further information on Duplin County.) Wayne County had a counseling program in the evenings for teenage boys after their day program ended. All three of these counseling programs served male youths.

4. Additionally, Robeson County provided an unusual tutorial program. Further information is found in the New Programs section.

F. Staff Utilization

Both professionals and non-professionals were used in implementing the 1970 Summer Migrant Education Program. Professionals, teachers, and principals and directors were mainly concerned with planning, instruction, demonstrations, and administration responsibilities. Also, trained and certified counselors were employed in several projects. The non-professionals included aids, volunteers, and custodians. Aids were used widely but their tasks varied tremendously from one project to another. Hyde County made extensive use of aids. Aids assisted in setting up the classroom for the day's instruction, assisted in dressing the children after baths and helped them with health hygiene, gave individual instructional assistance under the teacher's supervision, and helped supervise the children in field trips.

Volunteers were widely used to accompany the students on field trips and to provide transportation for medical services. Custodians kept the facilities clean. Additionally, social workers made home visitations and nurses made referrals for medical treatment.

G. Program Integration

The summer migrant education programs were generally not integrated with regular school programs. In Camden County, however, no distinction was made between migrant children, ESEA Title I children, and the children in the school summer program. Most often the regular school facilities were utilized but resident students did not participate in the program generally. During the regular school year, migrant children are absorbed into the various school systems.

H. Non-Public School Participation

No migrant child who participated was attending a non-public school at the time he received services. The only non-public school children involved were pre-schoolers. There were approximately 300 pre-school migrant children served by the North Carolina Migrant Program. In Hyde County some day care children were provided transportation via school bus operated under the Title I Migrant Program.

I. In-Service

Seventeen of the projects were represented at the North Staff Development Institutes. New projects which did not attend were Sampson, Lenoir, and Greene. Hendersonville City and Henderson

County were the only continuing projects which were not represented; however, Transylvania was only represented by one teacher, who was not a member of the project staff. Haywood County was the only project from the west which was well represented, though the institutes were located nearer the west than in the past.

With the exception of Sampson County, all projects conducted local in-service programs.

J. Community Involvement

1. Parents

Projects with the greatest degree of parent involvement were those like Camden and Currituck which had social workers and home-school counselors who made many visits into the migrant homes. They served as liaison between the project and the parents, who find it very difficult to visit the project because of their long working hours.

In addition to providing regular health services, the Washington project nurse visited homes daily to give parents supplies and instruction in how to combat the health problems of poor living conditions, e. g. impetigo, lice, intestinal parasites.

The Carteret project supervisor contacted all growers, crew leaders,and parents, building strong support for the project. Volunteers in Carteret included photographers, printers, tourists, churches, and a local citizen who gave a bed.

Parents in several projects volunteered to serve as interpretors and supervise the children on trips.

Camden and Halifax sent questionnaires to parents. The results from Halifax are included in Appendix Camden did not submit their results.

2. Local

Advisory Councils were formed in Camden, Washington, and Henderson Counties, and Hendersonville City.

Merchants, industry, churches, and local citizens donated time, refreshments, and materials in many projects. A church in Hyde also provided recreation. Personnel in the fire department, supermarkets, and museums in Halifax helped plan field trips to their locations for migrant children and parents.

Crew leaders and growers in the counties serving the male youths harvesting tobacco were very cooperative. In addition, many people from the community were helpful to the Duplin County project for these young men.

Members of the Neighborhood Youth Corps were cafeteria and custodial workers in several projects. College students served as tutors in Sampson County through the Program Assuring College Education sponsored by local industry and civic groups.

VI. RECOMMENDATIONS FOR PROGRAM EFFECTIVENESS

A. Instruction

1. Instructional programs should be tailored to the learning style of migrant children by placing greater emphasis on physical involvement and building feelings of security and self-esteem.

On-site visitation reports indicated that more projects were implementing programs tailored to the learning style of migrant children. There was more physical involvement in many learning activities. Carpentry, sewing, and cooking made math, science, and social studies more meaningful. Children were even involved physically in reading in Pasquotank, where they wrote their own reading material. Physical education was more than playing ball in Henderson and Haywood, where programs were aimed at motor-skill development. Music programs were becoming aware of the need for more physical movement.

A major characteristic of the learning style of the migrant child is his need to feel secure before he can be relaxed enough to learn. Reports praised the genuine, warm relationship teachers had with children in many projects. Pasquotank was most exemplary in providing experiences to bring about more security and a more positive self-image by liking and accepting the children as they were.

Certainly the best setting for increasing a child's feeling of self-respect was in the Robeson County Tutorial Project where the teachers went into the children's homes. The Carteret County Project tried to give their children security by furnishing classrooms like a home. Perhaps the best experience for the migrant children is yet to come--when the teachers and people of the community invite them into their homes.

2. Learning activities should place more emphasis on the positive aspects of the migrant culture. The children should

be made aware of their parents' contribution to society through helping to harvest what we eat. They should know that their opportunity to be with their parents is very valuable. Teachers can help the children to see the advantage of learning about the country by seeing it in their travels, if they encourage the children to talk and write about what they have seen. Carteret based many learning experiences on the crop their childrens' parents came to harvest--white and sweet potatoes. Pasquotank classrooms each had a bulletin board "We Are Proud People" which displayed pictures and stories of famous black people and pictures of the children in the room. (See Exemplary, p. 12).

B. Health Services

1. All projects should report the number of children referred for medical, dental, mental, or other health services. Some projects gave descriptions of very good health programs, but there was not enough data to judge the effectiveness of the projects as a whole.

2. Projects having difficulty providing complete health services during the short summer programs should schedule medical appointments as far in advance as necessary. In the case of home-based migrants, projects should have a staff member who coordinates health services year-round.

3. Projects serving young male adult tobacco workers should work with other agencies to prevent tobacco poisoning.

4. Personal hygiene should be realistic in terms of migrant children's living facilities. Although the children need to

learn the reasons for bathing regularly, this could prove impossible for them. So it is important not to make them anxious that they might become ill if they cannot maintain the health routine of the program.

5. Local units should plan their programs to utilize the services of other agencies providing services to the migrant children and their families.

C. Food Services

1. All projects should prepare their own food. Service was unsatisfactory in Lenoir where food service was catered and in Harnett where the migrant children ate after the Headstart children and sometimes were unable to get enough food. Local units should take advantage of surplus food commodities and reimbursement of food costs.

2. All evening programs for teenagers and adults should begin with a nutritious hot meal. In Hendersonville, where the evening program did not begin with a meal, the cooking and sewing classes were the only part of the vocational program which survived. Perhaps cooking classes could start early and prepare food for others in small programs.

3. Snack time can be part of the learning activities. Teachers and aides should be allowed to choose food for snack time that relates to their other learning activities. Instead of just serving pineapple juice, the teachers can let the children examine a pineapple also or see a film showing where pineapples grow. Children can learn science by examining and opening drupaceous fruits like avocados, coconuts, and almonds; by popping corn; and by making jello, orange juice or lemonade. Snack time is also a good time for children to learn language concepts

indirectly. For example, offer children a choice of red and yellow or green and purple grapes, and encourage them to ask for their choice by color; or ask children if they want their crackers "with or without apple butter". Snack time is also the opportunity for children to learn to like raw fruits and vegetables and other foods that are more nutritious than the sweets and starches they are accustomed to as snacks.

4. Every project should have at least one meal some time during the program to which parents are invited. If parents are too busy in the day for a picnic, have a cookout at night or a buffet served indoors on a rainy day. Inviting parents to meals is a good way to get them to see the program and an opportunity to talk with them about nutrition.

D. Clothing

Children should be able to go shopping and select their own clothing in every project which has the funds to provide clothing. The Harnett County nurse and director took the children to buy their own clothing in small groups, and reported that it was a valuable learning experience. Receiving special attention, trying on clothes, looking in the mirros, and making decisions, all contributed greatly to self-discovery and building self-esteem.

E. Materials

1. Each student should have his personal kit of health and study aids. Duplin recommended having kits of materials for each student when he arrives. Camden recommended giving students kits of materials at the end of the program, also to

encourage them to continue good health and study habits. Kits could contain such items as:

toothbrush, paste, other necessities for good health habits
comb and mirror for good grooming.
paperbacks, selected by the individual for his reading interests.
dictionaries, paper, pencils for study
maps to plot travels and count miles
diaries to practice writing

2. Each classroom should have a reading center with reading materials for a wide range of abilities. The area should have comfortable chairs, rugs, cushions, and writing supplies. A variety of colors and textures of paper should be available for younger children to write their own reading material. Newspapers, magazines, and paperbacks should be available for older children.

3. Projects serving young male migrant workers may find it beneficial to share the expense of a film rental budget. Many recent films aimed at the particular population and purpose of their projects are only available through rental. For example, Nothing But a Man, which won National Council of Churches Award, is the story of the personal struggle of a young Southern Negro man to earn a living and support his family in peace and dignity. (Brandon Films)

4. Projects serving preschool and primary children need considerably more materials, such as puzzles, puppets, musical instruments (zither, xylophone, percussion), outdoor play equipment, blocks, tools, cardboard and other equipment for construction play, and plenty of raw materials for design.

5. Each project should make more effort to utilize the items available at the Migrant Education Center.

F. Administration and Evaluation

1. The administrator of a project should be in close contact with the daily operation of the project to do a thorough self-evaluation. There was no formal attempt to assess the administration of each project. Only one report cited examples of administration detrimental to the program. Some reports recommended that the director be more closely associated with the project. The general lack of detail in some self-evaluations might indicate that the directors were not closely involved in the operation of the project.

Since there was no systematic testing program nor teacher ratings to evaluate students' progress, the entire staff should have been involved in the self-evaluation. The project staffs in Harnett County, Pamlico County, and the White Oak School in Halifax County compiled their subjective evaluations of the children and the projects into booklets which were submitted along with the required evaluation report. Their booklets went far beyond the often incomplete or imprecise responses of the evaluation report form in giving a vivid portrayal of what went on in the projects and how effective it was, (See Appendix E for excerpts from the White Oak School report.)

2. The staff should have the opportunity to rate the effectiveness of the administration and to offer suggestions for improvements. The first responsibility of the administrator of a project should be to his staff. He should keep in close contact with his staff to offer them support and guidance and to give them every assistance

in fulfilling the project's objectives. The administrator's next obligation is to the children the project serves. He should keep in contact with the children in order to get direct feedback on the program's effectiveness.

3. The responsibility for planning and coordinating evaluation activities for migrant projects should be designated to one person on the local migrant education staff. The local project staff should be increased if necessary to provide for this responsibility.

G. Staff and Time Utilization

1. Aides should be utilized for more than clerical and menial tasks. The purpose of a teacher aid is to assist the teacher in achieving a more individualized program. More projects should utilize aides in working with individuals and small groups of children as in Camden and Hyde. Pamlico County reported that many new ideas were being tried by aides and that the aides were an invaluable asset. Harnett County aides made very valuable observations and recommendations in their self-evaluation. Transylvania had an aid certified in music who gave individual piano and voice lessons.

2. Workdays preceding a program provide an opportunity for all staff members to get to know each other so all can benefit from the special interests and talents of each. For maximum staff utilization, there should be regularly scheduled, as well as informal, opportunities for staff members to keep each other informed. Unexpected workdays which become available when migrants leave the county early should be utilized for evaluation.

3. The hours of the projects should correspond to the mother's work day so children would not be left on their own. As one project pointed out, the hours the children are left unsupervised can negate the value of the time spent in the project. Table V gives the hours, days, and length of operation for each project.

4. Local staff development activities should be planned to take advantage of financial resources available through the Division of Teacher Education.

5. Every staff should have members of ethnic origins similar to the migrants to help the children identify and feel at ease in the new environment. This is especially helpful in short summer programs. For this reason, projects should try to recruit migrant mothers and teenagers as aides. It is even more helpful for the projects serving young male migrant workers to have male counselors on their staffs. Duplin County not only had male counselors, their counselors had also had experience harvesting tobacco like the young men they were counseling. The Duplin counselors utilized their special abilities in weekend instruction in art, music, and science.

H. Projects for Male Youths

1. Programs for male youths should plan ways to expand their offerings to meet state objectives in regard to vocational and basic skill education, supportive services, and cultural enrichment.

TABLE V

COUNTY	TYPE OF PROJECT	HOURS OF OPERATION	TOT. HRS. PER DAY	DAYS OF OPER.	TOT. DAYS OF PROJECT
CAMDEN	K, Elem., Voc.	8:15-5:00; 6:30-9:30	12	M-F	30
CARTERET	K, Elem. Enrichment	8:00-4:00	8	M-F	18
CURRITUCK	K, Elem. Enrich, Voc.	8:00-4:00,even.	8+	M-F	30
DUPLIN	Secondary Counseling	varying		Sun-Sat	45
GREENE	Secondary Counseling	varying		Sun-Sat	69
HALIFAX	K, Elem. Enrichment	9:00-3:00	6	M-F	30
HARNETT	K, Elem. Enrichment	8:00-3:00	7	M-F	30
HAYWOOD	K, Elem. Enrichment	7:00-4:00	9	M-F	47
HENDERSON	K, Elem. Enrichment	8:00-3:00	7	M-F	35
HENDERSONVILLE	K, Elem. Adult Voc.	7:00-2:00 6:00-10:00	11	M-F	30
HYDE	K, Elem. Enrichment	8:00-4:00	8	M-F	39
JOHNSTON	K, Elem.	7:00-4:00	9	M-F	25
LENOIR	Secondary Voc.	6:00 p.m.-10 p.m.	4	T,TH,F,Sat	44
NORTHAMPTON	K, Remedial Reading	8:00 a.m.-12 noon	4	M,T,TH,F	25
PAMLICO	K, Elem. Enrichment	8:00-4:00	8	M-F	30
PASQUOTANK	K, Elem. Lang. Arts	7:30-4:00	8½	M-F	30
ROBESON	Tutorial	varying		M-F	40
SAMPSON	K, Elem, Enrichment	7:00-4:00	9	M-F	30
TRANSYLVANIA	K, Elem, Lang. Arts	8:00-2:00	6	M-F	30
WAKE	Secondary Health, Recreation	5:30 p.m.-9:30 p.m.	4	M-F	25
WASHINGTON	K, Elem. Enrich. Pre-Voc	8:00-5:00	9	M-F	35
WAYNE	K, Elem. Sec. Counseling	8:00-3:00 after work	7+	M-F	36

Except for Greene County, whose budget and staff were inadequate to meet the needs of their enrollment, the new projects had a good beginning. They gained local acceptance and provided food, recreation, and counseling for the young men who came to harvest tobacco.

2. Relaxed atmosphere, flexible scheduling, and free choice of activities should be continued because it is the only realistic way to operate a program for young men who work long hard hours every day.

3. Vocational -- Arrangements should be made with nearby technical institutes to offer introductions to various vocations. If projects are located in schools where the equipment is available, students may be interested in typing and shopwork.

4. Basic skills can be learned independently in a center well equipped with a wide range of materials and staffed by a teacher who can provide assistance. Any classes should be carefully planned for physical involvement. Simulations like Consumer provide practical application of basic skills and involve physical activity.

5. Cultural enrichment -- Weekend trips, art, music, drama, photography, reading room, listening room, etc. Staff members should be selected who have special interests or talents they can share with the young men.

6. Supportive Services -- All evening programs should begin with a well balanced hot meal. On weekends the young men can eat out or cook out together. Everyone should have a physical examination and any follow-up necessary.

I. Forms

A. Local units should give attention to prompt and accurate reporting of necessary forms and reports to the state office. This is necessary for evaluation of the projects and the supervision of each project's program.

B. Local units should expedite the transfer of all student records in accordance with procedures developed by the Interstate Migrant Student Record Transfer Committee and the National Migrant Record Center.

VII. RECOMMENDATIONS FOR STATE ADMINISTRATION

A. Internal Evaluation and Administration

1. Local project staffs need encouragement and assistance in self-evaluation. Only in a few projects did entire staff contribute to the self-evaluation. In most projects, the internal evaluation consisted of the completion of a short-answer form by a director who was unable to be closely associated with the project because of additional responsibilities in

the central administration. When the director of the project does not involve the project staff in planning and evaluation, the plans are not likely to be carried out, and the evaluation is not likely to be accurate.

2. The state should continue to strengthen the local projects through program planning. In order to accomplish this the state should develop a handbook which could be used by the local units as a guide in developing and operating migrant projects.

3. Any central office administrator who receives as much as one-fourth of his salary from the migrant project should be the on-site director of the summer project. Otherwise, central office administrators should serve as consultants to the on-site director who, together with his staff, would have decision-making authority for the project. This would include the authority to attend and to arrange for his staff to attend state staff development activities, to visit other projects, and to arrange for consultants according to the needs of the project as assessed in its daily operation. The on-site director and his staff would have responsibility for the internal evaluation of the project.

4. The on-site director and his staff need training in observing behavior and recording transactions in order to make more objective judgments of student progress and

to give more accurate descriptions of what aspects of the program contributed to their progress.

5. Teachers should be provided a simple rating scale to evaluate each child's improvement in such areas as: feeling of self-worth, inter-personal relations, problem-solving, and attitude toward learning as well as other items found on the Uniform Migrant Transfer Form.

6. Nurses or others should keep records of the number of children screened and the kind of and number of health services provided. The health status of each child should be rated at the beginning of the project and before he leaves the project.

7. Keeping a close check on daily attendance is a means of formative evaluation which can lead to the improvement of a project while it is still in operation. When the daily attendance is low, the director should find out why and try to make whatever adjustments are necessary to improve it.

8. The blue attendance report forms were confusing and need revision. The confusion would be partially reduced if the column labeled "calendar day" were divided into two columns labeled "Date" and "Day Number." Projects which have day and evening programs should be provided forms for reporting the attendance in the separate programs.

9. The application/authorization form for enrollment in the migrant program also needs revision. The item requesting the "home-based address" and the question

"Where will the family return at the end of work season?" seem rebundant. If not, clarification is needed. Project directors should be urged to nave all forms filled out completely. For example, if the home based address and local address are the same, it should be so stated. When items are marked "unknown" or "not applicable", it is difficult to justify authorization.

10. The number of Uniform Student Transfer Forms that are completed or up-dated and any difficulties associated with their use should be reported to the evaluative agency. If additional aid in using these forms is necessary, this should be reported.

11. The state should continue to work with the State Advisory Committee on Services to Migrants to develop better understanding of available services to migrants, coordinate services of other agencies which can contribute to migrant education programs, and prevent the duplication of services and responsibilities.

B. External Evaluation

1. Collect objective data

Due to the mobility of the children served, it is difficult to evaluate the effectiveness of individual projects. However, the state now has over half its projects operating year-round programs. It is now possible to collect objective data on the effectiveness of the year-round projects. A particularly appropriate project for objective appraisal is the Robeson County Tutorial Project. If this project is expanded, it would provide North Carolina a unique opportunity to contribute to the national migrant education program by evaluating and comparing the two approaches to migrant education.

2. Provide specific guidelines for visitation reports. Visitation teams reports would be more useful if the teams were given specific guidelines and copies of the previous year's evaluation to help them to be more specific in rating the various aspects of the projects. Each member of the team should contribute to the report. Although they need not be restricted to an inflexible format, their reports should consistently cover: exemplary aspects, relationship with other summer programs and regular school; working relationship of staff; staff and time utilization; internal evaluation; community involvement; facilities and equipment; coordination with other agencies; observations

on the instruction program, the children, and the administration. The team members should divide the responsibility for covering all these aspects. In addition, the team members should be free to comment on strengths, problem areas, and to make recommendations.

3. Information from the Uniform Migrant Transfer Form

If the transfer forms are completed as thoroughly as possible they provide an invaluable source of assessment of the program's effectiveness.

The form records testing, health services, and teacher-ratings of academic characteristics and special abilities for each student. Each project should compile this information from these forms in order to report the number of students weak in sound discrimination, the ability to communicate in English, etc.

C. Early Childhood Programs

The state should provide leadership in organizing local migrant councils for the purpose primarily of coordinating efforts to provide care for the young children of migrant workers. Many projects cited the need for such services for younger children. There are several reasons why early childhood programs are needed:

1. Older children are often unable to attend the migrant projects because they must care for the younger children.
2. Parents and growers would be more supportive because their work would benefit.
3. Goals of the migrant program could be served even better by earlier intervention.

D. Dissemination

1. The slide tape documentary produced by LINC for the

evaluation conference should be reproduced in a form that would make it available to each project for pre-service staff meetings and to show to community groups. It would be especially valuable to projects seeking to improve community involvement and to organize migrant councils.

2. A periodic publication is needed to serve all projects and concerned agencies. This publication could also serve as dissemination material to out-of-state migrant programs.

E. Staff Development

1. The state should coordinate a teacher exchange or visitation program as part of in-service training. Project personnel need to see other projects in action in order to have a point of reference for their self-evaluation. All projects should visit the exemplary project most appropriate to them. Haywood County is the only project which has reported visiting another.

2. The next State Staff Development Institute should utilize the successful experiences of project personnel by providing time for sharing ideas. The following is a sample list of discussion topics and projects which were strong in these areas and could provide discussion leaders:

Carteret----------home-centered learning environment
Duplin------counseling male youths
Haywood, Henderson-----movement eeucation; motor skill development
Hendersonville, Transylvania----sewing, dressmaking
Robeson----------tutoring in migrant homes
Washington-------practical math through carpentry

3. The next Institute should include sessions on emotionally disturbed children. Because of the effect of the unstable

home-life on migrant children, the state should identify consultants in this field who would be available to project personnel for specific cases.

4. There should be a special training session at the LINC Children's Center or a similar training center for project personnel interested in starting or improving early childhood programs.
5. There should also be a special training session, for projects working with young adults. These projects need assistance in planning ways to expand their offerings to meet program objectives, such as vocational guidance and the improvement of basic educational skills, without instituting traditional academic instruction.
6. Project directors need special training in administering internal evaluations.
7. Teachers need supervised practice in observing behavior and recording transactions.
8. Training sessions at the new audio-visual center should demonstrate creative use of the materials available there.
9. Staff development activities in all areas included in the local migrant projects should have high priority at the state level.

F. Staff Utilization

All projects should report a complete list of staff members, both professionals and non-professionals, and a brief summary of their responsibilities. This information is necessary for the final evaluation of staff utilization on a state-wide basis.

G. Inter-Relationship with Title I

1. *There should be greater coordination between migrant programs and regular Title I programs*. Arrangements for staff development should include regular Title I personnel along with migrant staff personnel whenever possible, especially in projects serving primarily home-based migrants.

2. *Projects serving small groups of children* (less than 15 in a group), *should be consolidated with regular Title I programs* for more economical utilization of staff and equipment.

H. Migrant Education Center

1. *A committee composed of teachers and other professional personnel from the local migrant projects should be directly involved in selecting films and other teaching materials to be housed at the Migrant Education Center and used in the local migrant projects.*

2. *All local units should be encouraged to use the instructional resources of the Migrant Education Center*.

APPENDIX A

1970 MIGRANT EDUCATION INSTITUTE OBJECTIVES

The planning staff has identified the following as basic components of the Institute's experiences.

1. Observation of a variety of instructional practices
2. Assessment or diagnosis of pupil instructional needs
3. Working with staff development specialist and children in the classroom (only applicable to kindergarten)
4. Attending selected study groups
5. Planning for local school systems
6. Opportunity for sharing ideas with representatives from other projects
7. Materials evaluation

Derived from these components are the specific objectives of the institute.

1. To begin developing skills in observation techniques through a workshop experience in observation techniques.
2. To apply the skills developed in the observation workshop by observing live classroom situations and discussing these observations with the teachers of the classes observed.
3. To observe and/or demonstrate a variety of instructional approaches.
4. To provide models that demonstrates "How To" through observation and participation.
5. To provide through follow-up discussions with lead teachers and selected study groups, a rationale for classroom activities.
6. To provide administrators and specialists with the observation skills necessary to help teachers improve the instructional program.

Objectives - cont'd

7. To explore alternative ways of working with children at the Model Reading School, the Childrens' Center, the EIP School, and the North Carolina Advancement School.

8. Through the Movement Education workshop and other activities, to provide participants with ways to develop teacher to child and child to child communication skills.

9. To aid teachers in developing "total" expressivity of pupils, i.e., art movement, language, etc.

10. Through the Movement Education Workshop to improve participants observation skills.

11. To observe interaction between adults and children.

12. To observe interaction between teacher and assistant.

13. To observe the child's environment.

14. To demonstrate varied room arrangements through visits to the Childrens' Center, Model Reading School, the EIP School, and the North Carolina Advancement School.

15. To provide materials relevant to participants' needs.

16. To meet with consultants and begin planning a continuing in-service program for all local migrant staff members and/or the summer migrant project.

17. To share experiences and ideas with representatives from other local systems through informal discussions and gatherings, planning and evaluating sessions.

Kindergarten Teachers Only

18. To apply the concepts and skills gained in study groups, discussion, etc. by working with children and the lead teacher in a classroom.

19. To plan the daily classroom activities with the aid of the lead teacher.

APPENDIX B

INSTITUTE COURSE DESCRIPTIONS

Number of Hours Involved	
	(1)
3 1/2 hours	Observation Techniques - A preliminary talk on observation, its uses for evaluation and instructional improvement, use of observation scales and ways to observe is followed by a video tape of a North Carolina classroom situation. Discussions by the leader and participants in small groups which mushroom into larger ones determine the most relevant behavior observed in the tape. The tape is re-run for group observation. Participants receive practice in observation by observing the Children's Center classes for periods of one hour. A discussion follows each observation.
	(2)
1 1/2 hours	Creative Approach to Building Self-Concept and Reading Readiness - Demonstrates effective methods and materials that can be used to build self-concept and reading readiness. Participants examine materials and receive a gift box containing all materials, i.e., cameras, professional books, copies of children's books, mobiles, mirrors, etc.
	(3)
8 hours	Observation Evaluation and Planning - Participants met daily with teachers they observed or worked each morning and evaluated the days observations or activities through discussions with the head teacher. Following the evaluations participants planned the next days classroom activities and materials suitable for setting up and directing a responsive environment or language experiences for those in reading.
	(4)
3 hours	Undertanding the Child's Environment - A short talk on the importance of understanding the child's environment, i.e., his home, parents, community, and how these are interrelated with school. Participants then took a walk in the Children's Center Community which

included industrial, residential,business and visited in the homes of several children enrolled in the center. During the visits they talked with parents concerning school, the children, etc. After the walk in the community, small groups of five or six summarized their findings and related this to instructional design.

(5)

2 hours Film Showings - A showing and discussion of short educational films depicting concepts advocated during the institute.

(6)

2 hours Orientation to the Model Reading School- A tour of the Model Reading School, its facilities and material. A lecture detailing the use of reading inventories teaching reading through language experiences (advocated by Van Allen) and other methods of teaching reading. Participants took the opportunity to explore the classrooms, explore the materials used and classroom arrangement.

(7)

14 hours Working with Children in Classroom Observation - Pre-school teachers and assistants and some administration and specialists actually worked in the classroom in conjunction with the head teacher the first day and assumed leadership role the second and third days. Elementary teachers were provided very limited experiences in the classroom but observed and evaluated daily.

(8)

3 hours Interaction Between Children and Adults - A workshop experience utilizing films and role playing for discussion. Participants utilized their classroom observations and other information to determine ways to foster adult-child interaction in their teaching.

2 hours	(9)	State Advisory Committee on Services to Migrant - A panel of state agency representatives outline the services available to the school through their agencies.
2 hours	(10)	Diagnostic Techniques and classroom organization - The Director of the Reading School distributed diagnostic instruments to participants and discussed each. They also discussed classroom organization as well as explored models, and set-up their own for elementary grades.
4 hours	(11)	Cardboard Carpentry - Using Tri-wall cardboard, participants made classroom furniture.
3 hours	(12)	Room Arrangement - Participants were given more instruction in classroom arrangements and the significance of the various centers.
5 hours	(13)	Local Team Planning - Groups from common systems began planning their in-service program and the summer migrant projects with the aid of a LINC and State Department Consultant.
4 hours	(14)	Dramatic Play - Using video tapes and slide tapes of the Durham EIP Dramatic Play at Southside School, a consultant explains why it is done, how and why it is necessary for children.
3 hours	(15)	Interaction Between Teacher and Assistant - All participants engaged in role playing and discussions of the effective use of teacher assistants. The main focus here outlined by the Children's Center Staff was that assistants can be effective in instructional areas i.e., working with individuals, small groups, etc., if the Communication barriers are removed.

	(16)
2 hours	Homemade Materials - This workshop demonstrated the use of common and/or scrap materials to make instructional aids and/or play items. Participants made many items during the workshop using wire, string, and paper for mobiles, egg cartons, cans, jars, etc.
	(17)
2 hours	Organizing Free Play - After having observed free play as a learning experience for children, participants were given more instructions on how to organize it.
	(18)
11 hours in May (after Model Reading School closed)	Movement Education - The focus of instruction was on greater kinesthetic awareness for the development of positive self-image, physical dexterity, strength and endurance; inner discipline; self-expression; skills of problem-solving and creativity.
	(19)
2 1/2 hours	Education Games & Simulations - LINC specialist introduced this new curriculum development, giving examples commercially available and presenting steps for developing your own. Participants played MARKET in which they used consumer math and learned to plan nutrition meals and shop economically.

APPENDIX C

EXCERPTS FROM INSTITUTE PARTICIPANTS' BOOKLET

Notes on Observation

Whenever something fairly complicated is being attempted, it is necessary to monitor the process to find out what is actually happening. In education this is particularly true. There is frequently a large gap between our objectives and what actually happens in the classroom. The observation skills of the teachers (and others who may be observing) are what allows him to note this gap and modify the procedure so that appropriate learning goals may be reached.

How people feel about things determines whether or not they learn. This means that in addition to observing the outward actions in a classroom, it is even more important to pick up clues which guide us in judging the student's emotional state. Is he figeting? Is he disinterested or is the activity boring? Note his eye movements and facial expression.

Suggestions:

1. Record what you see in as much detail as possible. Stick to a schedule of observing for five minutes and recording for one minute. Time will be given for discussion afterwards.
2. Focus on a particular aspect of the classroom. Look at one small group of children (2-4), or one specific area and concentrate.
3. Use the "Observation Guide" to keep you focused.
4. Be specific about recording what is taking place. If Johnny is learning to pull Ann's hair, write it down.

Excerpts Cont'd

An Orange Is A Learning Experience

Perceptual Learning (Sensory) Discrimination	How is an orange like a lemon? See it - Compare it to a ball Smell it - " " " " lemon Touch it - " its texture to an apple Taste it - Compare its taste to a lemon Hear its name
Conceptual learning	Paper is orange in color Crayon " " " " Paint " " " " Sweater, dress is orange in color Find other things in the room that are orange in color
Number Concept	Cut orange - half 2 pieces quarter 4 pieces Each child has a whole orange - how many oranges and how many children
Language Development	Encourage conversation throughout each activity. Ask where, when, why, how questions which encourage use of prepositions, adverbs, connectors, to broader basic sentences.
Science Concepts	Orange seeds Plant in pot of earth Nurture it. Some seeds will germinate. Look at a germinating seed through a magnifying glass Watch it grow into a plant
Environmental & Social Studies	Picture of an orange tree; Pictures of men picking oranges Maps of areas where oranges grow Discuss how we get oranges
Cognitive Learning & Nutrition	Orange is food. What else is food? We squeeze it for juice - taste it It's put into a can - tasteit. Is it different? Make it into marmalade - What happens? Orange peel seasoning - How is it used? Excellent source of Vitamins A & C for good vision and protection against colds and other virus infections.

Excerpts Cont'd

ADD YOUR IDEAS

CONFIDENCE comes from . .

Time to wonder and discover, for here begins realization of an infinite power.

Time to imagine, for here is a source of developing insights and the courage to meet the unknown.

Time to be alone with one's thoughts, for here is a source of strength as one clarifies and refines ideas.

Time to develop awe and appreciation of living things, for here is a source of respect for life.

Time to make wise choices.

Time to feel courage.

Time to feel success

Excerpts Cont'd

CHILDRENS BOOKS FOR MIGRANT PROGRAMS

RECOMMENDED BY CHARLOTTE BLOUNT, N. C. REVIEWER OF CHILDREN'S BOOKS

Armstrong, William • SOUNDER; Harper, 1969 Newbery Award. The first winner since 1951 (Amos Fortune, Free Man) to star a black American. The boy sees his father, a poor Southern sharecropper, sent to the chain gang for stealing food for his family, but the will to live and to believe somehow infuses the boy with strength.

*Greenberg, Polly. OH, LORD, I WISH I WAS A BUZZARD, Macmillan 1968. The dreams of a little girl picking cotton. Based on the childhood recollection of Gladys Henton, Greenville, Mississippi.

*Holland, John (Edited by). THE WAY IT IS, Harcourt, Brace, & World, Inc., 1969. 15 teenage boys describe life in their own words and with their own photographs.

*Krementz, Jill. SWEET PEA, Harcourt, Brace & World, Inc., 1969. The story of a black girl growing up in the rural south as told to and photographed by Jill Krementz, who spent several weeks living with Sweet Pea's family.

Madian, Jon. BEAUTIFUL JUNK, Little, Brown & Co., 1968. A story of the building of the Watts Towers in Los Angeles by a junk collector and two boys. It is a 20th Century parable of broken lives being given purpose and meaning in a creative project.

Mendoza, George. AND I MUST HURRY FOR THE SEA IS COMING IN..., Prentice-Hall, Inc., 1969. Beautiful photography and a poem create a magical moment for this boy playing in a gutter.

Merriam, Eve. THE INNER CITY MOTHER GOOSE, Simon and Schuster, N. Y. 1969. Poems like these help teachers understand the anger of the deprived: (Little Jack Horner, p. 42)

Little Jack Horner
Sat in the corner
Thumbing his first-grade book.

Look, Jack,
Look at blonde Jane and blue-eyed Dick
And their nice white house
And their nice green lawn
And their nice clean town
And their dog that is brown.

Little Jack Horner,
Dumb in the corner,
Why don't you learn to read?

*McGovern, Ann. BLACK IS BEAUTIFUL, Four Winds Press, 50 W 44th St., N. Y. Black and white photographs build an image of black as beautiful

Excerpts Cont'd

Roberts, Nancy. A WEEK IN ROBERT'S WORLD: THE SOUTH, Macmillan Co. 1969. Robert's world is the world of a black boy in the first grade in Huntersville, N. C.

Shearer, John. I WISH I HAD AN AFRO, Cowles Book Co., Inc. 1970. Little John's father, a seasonal construction worker whose main worry is providing for his family, won't let Little John have an Afro. Each member of the family reveals his innermost hopes and dreams in a section of the book.

Steptoe, John (18 yr. old author & artist) STEVIE, Harper & Row, 1969. The reactions of a black boy to a smaller child, Stevie, who comes to live at his house, is based on the author's childhood experiences. His story, which he has illustrated himself in glowing colors, should be an inspiration to other children to make their own books.

Wagner, Jane, J. T., Van Nostrade Reinhold Co. 1969. Photographs by Gordon Parks from the television Christmas special J. T. Maybe the best thing about this story is that everybody gets a little closer to what is real--and it wouldn't have happened if it hadn't been for J. T. and his cat.

* Books ordered for the Migrant Education Institutes

APPENDIX D

Evaluation - Eastern Regional Migrant Audiovisual Center

1970

The Eastern Regional Migrant Audiovisual Center in Plymouth, North Carolina, served media resources to schools in all counties in Eastern North Carolina having Migrant Programs.

All necessary materials and equipment were purchased to get the center into operation. One person was employed to help with the various duties in the center.

Requests were made by mail and telephone. Most requests were confirmed the same day they were received. Media resource materials were booked for nine days allowing two days for travel each way and five days (school days) for teachers' use. Postage was paid both ways by the center, on all materials circulated out of the county. The circulation cycle worked satisfactorily and proved to be adequate. Most of the materials were returned promptly. One set of Picture Story Prints still remains to be returned and one filmstrip was damaged to a considerable extent, but repairable.

Media Resources in Circulation

226	16mm Films	
77	Sound Filmstrips Sets	(332 Filmstrips)
6	Captioned Filmstrips	
4	Sets of Picture Study Story Prints	

Total Utilization	Materials	Total Number Viewers
615	16mm Films	20,537
119	Sound Filmstrips Sets	4,467

237 16mm films have not been completely processed for circulation.

Counties Served by the Eastern Regional Migrant Center

Camden County Schools
Carteret County Schools
Currituck County Schools
Duplin County Schools
Greene County Schools
Halifax County Schools
Northampton County Schools
Pamlico County Schools
Pasquotank County Schools
Washington County Schools
Wayne County Schools

UTILIZATION REPORT

Titles of Films	Number of times shown	Number of Viewers
About the Human Body	2	50
Addition for Beginners	2	46
Reading Growth: Adjusting Your Reading Speed	4	101
All Kinds of People	2	50
Animals Project Themselves	2	50
Animals Without Backbones	1	25
Ant and the Grasshopper	13	304
Apollo 11: Eagle Has Landed	1	26
Birds and Their Characteristics	4	91
Birds of the Inland Waterways	4	60
Birds and Their Homes	2	50
Birds of the Marshes	1	25
Birds of the Sea	1	25
Birds that Migrate	1	25
Growing up	2	28
Midnight Ride of Paul Revere	3	67
Maps are Fun	1	23
Woolly, The Lamb	4	76
Your Nervous System	1	20
Sentences That Ask and Tell	2	30
Building Better Sentences	2	30
Weather for Beginners	1	31
Hailstones and Halibut Bones Part I	2	90

Titles of Films	Number of times shown	Number of Viewers
Hailstones and Halibut Bones Part II	2	90
Boys Game	1	25
Boy's Trip into the Grand Canyon	1	25
Bozo Daily Life	1	25
Building a Boat	2	56
Building a House	6	120
Busy Harbor	6	170
Child of Hawaii	2	50
Clay	5	87
Crayon	1	31
Crane's Magic Gift	5	100
Dairy Farm	6	120
Dental Health: How and Why	3	68
Everyday Courage and Common Sense	2	38
Everyday Courtesy	9	174
First Americans	1	25
Fishing on the Niger	1	25
Foods Around the World	1	30
Food that Builds Good Health	3	79
Germs and What They Do	2	50
Healthy Skin	2	50
Healthy Feet	2	50
Heart, Lungs and circulation	3	75
Helpers at Our School	3	75
History of Living Things	2	50
Hoppy, The Bunny	2	50

Title of Films	Number of times shown	Number of Viewers
Learning to Study Your State	2	48
Let's Be Clean and Neat	6	167
Let's Keep Food Safe to eat	5	257
Let's Share With Others	5	109
Let's Visit a Tree Farm	1	25
Letter to Grandmother	4	150
Letter Writing for Beginners	8	140
Listening	1	25
Making Sense With Outlines	4	85
Mammals and Their Characteristics	1	25
Nothing to do	1	25
Oceanography	4	100
Beginning Responsibility: Other People's Things	2	50
Beginning Responsibility:' Doing Things for Ourselves in School	7	146
Beginning Responsibility: Learning to Follow Instructions	2	48
Beginning Responsibility: Books and Their Care	2	48
Beginning Responsibility: Rules at School	2	48
Beginning Responsibility: Using Money Wisely	2	60
People are Different and Alike	2	50
Reading Growth: Basic Skills	10	200
Reptiles and Their Characteristics	1	41
Riches of the Earth	2	40

Titles of Films	Number of times shown	Number of Viewers
Rolling Rice Ball	1	25
Story of Our Money System	1	25
Story of Our Number System	2	50
Story of Weights and Measures	3	75
We Explore Ocean Life	1	25
What's So Important About a Wheel	2	50
Wide, Wide, Sea	4	100
Your Body Grows	2	50
Your Body Repairs and Maintains Itself	3	78
Your Nervous System	2	51
Zoo Animals of Our Storybook	1	25
Zoo Animals in Rhyme	8	332
Reading With a Purpose	6	480
Getting Along With Others	6	304
Reading for Beginning: Word Sound (Beginners)	8	168
Shoemaker and the Elves	8	438
Our Family Works Together	8	168
Helpful Little Fireman	3	70
Bushy, The Squirrel	2	72
Bozo Daily Life	3	392
The Cow	9	320
Helpers in Our Community	8	265
Substraction for Beginners	8	193
Old Woman in a Shoe	15	619
Paul Bunyan	11	431

Titles of Films	Number of times shown	Number of Viewers
Shaggy, The Coyote	7	248
What Does Our Flag Mean	11	194
Animal Babies Grow Up	4	79
Courtesy for Beginners	12	208
Lion and the Mouse	9	634
Little Engine that Could	13	494
Busy Airport	5	84
Mealtime Manners and Health	8	186
Cleanliness and Health	7	105
Little Rooster Who Made the Sun Rise	11	314
Mr. and Mrs. Robin's Family	1	23
What Do We See in the Sky	2	30
Busy Harbor	4	45
Reading Signs is Fun	2	60
Talking and Listening	6	126
Three Wishes	7	133
We Discover the Dictionary	2	30
We Explore Desert Life	3	82
Farm Animals in Rhyme	6	122
Lightning and Thunder	5	250
Story of Measuring Time: Hours, Minutes, Seconds	2	30
How Air Helps Us	1	22
African Continent: Southern Region	1	26
African Continent: An Introduction	2	48

Title of Films	Number of times shown	Number of Viewers
African Continent: Northern Region	4	80
Light for Beginners	4	396
Mother Goose Rhymes	3	246
Discovering the Library	6	120
Where Does Our Food Come From	3	85
Purple Turtle	1	18
Why Eat Our Vegetables	2	53
Spelling for Beginners	2	60
Hoppy, The Bunny	4	52
Three Little Pigs	2	53
Getting the Big Idea: Reading Growth	4	80
Creating With Color	4	212
Tad, The Frog	5	100
Plants that Grow from Leaves, Stem, and Roots	1	22
How Birds Help Us	2	45
Homes Around the World	2	27
How Wheels Help Us	5	250
Land of Immigrants	10	214
Going to School is Your Job	5	300
Growth of Flowers	1	16
Our World Neighbor: Africa	2	80
Seeing Central America	1	20
Popularity Problems of Young Teens	4	88
Let's Listen	14	432

Title of Films	Number of times shown	Number of Viewers
Learning About the Seasons	6	252
Children Classics	8	212
Developing Skills in Music I	2	100
World of Sights and Sounds	4	40
Children Fairy Tales	14	644
Developing Skills in Language: Stories about Horses	18	662
Reading Readiness Phonic I	15	366
Reading Readiness Phonic II	12	322
Leading American Negroes	9	448
Fun on Wheels	2	60
Hero Legends of Many Lands	1	20
Living in China Today	2	25
Living in Mexico Today	2	150
Heritage of American Folk Music I	4	100
Animal Friends	1	25
Tales of the Wise Old Owl Group II	4	100
World of Ants	1	25

Films That Were Requested - But Were Not Available

Titles	Number of Times Requested
Everyday Courtesy	9
Courtesy for Beginners	11
Little Engine that Could	7
Beginning Responsibility: Rules at School	3
Beginning Responsibility: Other People's Things	1
Reading Growth: Adjusting Your Reading Speed	2
Little Rooster Who Made the Sun Rise	6
Old Woman in a Shoe	2
Animal Babies Grow Up	1
The Cow	2
Helpers in Our Community	2
Animals Protect Themselves	2
Reading for Beginners: Word Sound	4
Filmstrips	
Good Health Habits	1
Traveling in Out of our City	2
Children Fairy Tales	4
Children Classics	3
Children Stories	1
Fun on Wheels	1
Learning About the Seasons	2

APPENDIX E

EVALUATION AND OBSERVATIONS FROM THE HALIFAX COUNTY WHITE OAK SCHOOL TEACHERS AND ASSISTANTS

Working with pupils in small groups has made for better accomplishments by all children concerned in all areas. This has been possible because the children were allowed to selected their daily activities.

There were opportunities for experiments and new techniques which proved to be profitable.

Involvement of pupils in planning activities tends to make learning more meaningful.

Children did exceptionally well in these areas:

1. Trying new activities, especially in art work.
2. Cooperation in the total program.
3. Their mannerism and social adjustment in the lunchroom.
4. Adjustment to the program.
5. Participation and enjoyment of outdoor and indoor activities.
6. Eating a variety of foods.
7. Learning to use the bathroom properly, especially ages three to six.
8. Sharing
9. Selecting activities of their choice.

Parents have done a good job sending their children to school.

Meeting their physical needs seemed to have given them much inspiration.

The Tinker Toy Sets were the most fascinating building materials for all age levels.

Because children were given the opportunity to choose the activities of their choice and to work and play at their own pace, school life has been a pleasant experience for the very young.

Planning, team work and a pleasant atmosphere existing between the staff seemed to have been the key factors to the success of the program.

Food was tasty and appetizing.

PARENTS

Parents feel the earlier the child is placed in the school setting the smoother the transition from home to school: therefore, they are eager for their children to enter school at an earlier age.

Buses crossing routes going to different schools confused parents as to what school their children were to attend. Thirty-one questionnaires were sent to parents to see how they felt about the Migrant Program. The following indicates their responses:

		Yes	No	No Response
1.	Do you feel the Migrant Program has helped your child?	(30)	( )	(1)
	a. to be a better citizen	(30)	( )	(1)
	b. to read better	(31)	( )	( )
	c. to have self-respect	(31)	( )	( )
	d. to become more mature	(29)	( )	(3)
	e. to become more dependable	(31)	( )	( )
	f. to improve his table manners	(31)	( )	( )
	g. to be able to share things in the home	(31)	( )	( )
	h. to eat different kinds of foods	(31)	( )	( )
	i. to have respect for others	(31)	( )	( )

		Yes	No	No Response
2.	Does your child talk about his classroom experiences and activities?	(31)	( )	( )
3.	Does your child speak of his teacher and aide as a friend?	(31)	( )	( )
4.	Does your child enjoy being in school?	(31)	( )	( )
5.	Would you like to visit your child at school?	(31)	( )	( )
6.	Would you like to make suggestions on how we might improve the school program.	(21)	(7)	(3)
7.	Do you think the school is meeting the needs of your child?	(30)	( )	(1)

STUDENTS

These are some comments that were made by pupils when asked to state how they feel about the program:

1. "School is fun."
2. "I like the outdoor activities."
3. "It was different from regular school."
4. "I like the reading class."
5. "The teacher and aides gave us more help."
6. "The field trips were nice."
7. "I enjoyed the games, music, food, and art work."

CONCLUSIONS

It was concluded as a result of the Migrant Program:

1. That the program has helped the child to develop a better

self-image or self-concept.

2. That with guidance and planning on the part of teachers and aides pupils will show that they are capable of making choices and decisions.

3. That learning can be fun.

4. That multi-age grouping of pupils will work providing learning activities and experiences are organized and planned to fit the pupil's needs.

5. That freedom of movement, motivation, planned activities and experiences for students will enhance the rate of individual and group learning.

6. That when the learning atmosphere is pleasant and pupils are involved in interesting activities pupils will respond, interact and learn from each other.

7. That even though the program was primarily designed for migrant students, it can and should serve as an enrichment program for our culturally disadvantaged and those with learning disabilities.

8. That a pleasant atmosphere existing between the working staff was the most important factor contributing to the success of the program.

APPENDIX F

STATE QUESTIONNAIRE SUMMARY AND COMMENTS

		Yes	No
1.	Did you use surplus food commodities?	16	6
2.	Did you or will you request cash reimbursement for food costs?	16	6
3.	Did you use materials from the regional Migrant Audio-Visual Center?	10	12
4.	Did you utilize the mobile automotive tune-up unit?	4	18
5.	Did the summer migrant project receive financial support from		
	A. Local Funds	11	11
	B. ESEA Title I	13	9
	C. Other sources (Neighborhood Youth Corps, local industries)	4	18
6.	Did you receive technical assistance from LINC in program planning?	15	7
7.	Did the LEA conduct a local inservice program prior to beginning the project?	21	1
8.	How many staff members attended the inservice conference at Greensboro?		
9.	How many staff members attended the Virginia Beach Conference?		

Project	Greensboro	Virginia Beach
Camden	6	4
Carteret	4	2
Currituck	1	5
Duplin	1	0
Greene	0	0
Halifax	5	2
Haywood	4	2
Henderson	0	2
Hendersonville	0	2
Hyde	1	2
Johnston	1	0
Lenoir	0	2
Northampton	4	2
Pamlico	5	3
Robeson	7	0
Sampson	0	3
Transylvania	1	3
Wake	3	1
Washington	8	2
Wayne	2	1
Total	63	46

10. Comment on the value of the Regional Audio-Visual Centers: (Selected Comments- See also Supplementary Services, page 3)

"interesting films..., arrangements for loan satisfactory."

"we did not make use of these facilities due to distance from Currituck County."

"Local films are used"

"Used some of the films and other materials which added to our program greatly."

"Our Audio-Visual Center was able to provide a majority of film titles needed. It was good to have another source from which to draw as we did."

"More pertinent materials available and more accessible at the local level."

11. Comment on the value of the automotive tune-up units. (See also page 3)

"This unit is excellent for Migrant (or other) vocational programs."

"We have not made use of this unit."

"used during regular year"

"did not use this unit"

12. What changes have occurred as a result of the Greensboro Staff Development Conference?

"Wonderful experience..., most evident change in the kindergarten. Centers of interest in classrooms, more creative activities, and enthusiastic attitude of teachers seemed to develop."

"Established learning centers within the rooms and utilized a free and relaxed class organization."

"The Greensboro Conference helped formulate ideas and plans for the migrant program."

"Team teaching and individualized instruction."

13. To what extent have the following agencies provided services to children enrolled in the migrant program?

(a) Local health department

"Dental services, x-rays, screenings, orthopedic consultations,"

"...referred for routine immunizations and where cases of communicable diseases were involved."

"emergency treatment, medical exams"

"Helped with eye clinic, immunizations, and stool specimens."

(b) Local social services department

"provided surplus food commodities for a needy group"

"provided consultative services with the migrant families"

"provided emergency transportation to return boys to Mississippi."

"Have rendered regular social services to qualifying migrant families."

"Assisted in making referrals to various clinics providing correction for chronic remedial defects."

"Helped with clothing and shoes."

(c) North Carolina Council of Churches

"Provided health services, clothing, toys, Chaplain."

"Provided some play equipment."

"Day care for twenty children."

"Contacting parents, ..., provided some transportation for children to Doctors."

"Provided used clothing collected in the area."

(d) Local Migrant Council

"Held planned meetings."

"Planning of program and assisting on field trips."

"helped to determine needs of migrant children."

(e) Others (selected comments)

"Churches collected clothing and toys"

"ESEA helped with food, medical, and dental services."

"Coastal Progress Community Agency provided office and cafeteria aides."

"ESEA Title I loaned (1) Audio-Visual Equipment and supplies, (2) office equipment, and (3) books."

"Neighborhood Youth Corps and PACE has provided workers at both centers."

14. To what extent did the Employment Security Commission, Farm Labor, and Rural Manpower Service, assist in determining and identifying migrants in your area?

"Farm Labor and Rural Manpower Service was cooperative in informing us of arrival dates and estimating probable participant numbers..."

"Assisted in locating camps and crews and dates of arrival."

"RCA handles the recruiting program."

"Employment Security helped newcomers find the farms which needed workers."

"Worked extensively with us in planning, estimating, locating, and identifying migrants."